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# PERCEPTIONS OF MUSIC EDUCATION BY YOUNG CHILDREN

by

© HELEN DOREEN COULTAS

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

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## DEDICATION

This study is affectionately dedicated
to my mother

Dorothy Ethel Coultas

whose love, understanding, and encouragement
first brought me to the portals of higher education.

And to my nephew

Leslie Bursell Coultas

who is presently receiving these same educational
values from his grandmother, my mother.

## ABSTRACT

The basic purpose of this study was to analyze not only the visible response of young children to music instruction in the classroom and in the informal setting of their home, but also to determine their basic inner attitudes toward and their concept of music.

The subjects consisted of six students, three from grade one and three from grade three. A total of sixteen music classes (eight with grade one and eight with grade three) were videotaped and forty student stimulated recall interviews were conducted.

There were four explicit phases in the study. The first phase involved the preparation of questions for use in the pre-lesson and stimulated recall interviews. The second phase was the familiarization period when the researcher spent time with teacher and students in the classroom. The third phase entailed collection of data. The fourth phase involved the home visitation.

The data procured from observations, interviews and the transcripts of the tapes were examined in terms of the research questions of the study. The researcher, when transcribing the student VTR tapes for overt behaviour, modified and used the Shelley (1977) Music Study Observation Instrument. This modified form contained seven categories: three statements for singing, three for playing, two for reading, one for listening, one for creating, two for moving and four for general behaviour. Covert behaviours were transcribed and analyzed by means of the pupil stimulated recall interviews which were conducted within 24 hours of the classroom tapings.

The data collected in this study indicated that the target students did not expect or enjoy all of the activities of the music class. All students expected to sing, play instruments, and move to music. The activities of reading and listening were not expected by the grade one students but were expected and enjoyed by the grade three students. Creativity was neither expected nor enjoyed by the target students.

This study indicated that young children were attentive during music class and their overt behaviour was related to the activities and concepts of the lesson. The study further revealed that the private thoughts of the target students were generally upon the music lesson.

The data collected indicated that the target students were attentive listeners in their home to music played by themselves, siblings, or parents.

It was recommended that further studies be undertaken in primary/elementary classrooms to determine the relationship between activities taught by music teachers and classroom teachers in urban and rural schools. The data collected could assist music educators determine the music activities being neglected in the programme and, thus, would assist them in preparing future music and classroom teachers at the university level.

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# Chapter 1

## STATEMENT OF THE PROBLEM

### Overview

This introductory chapter attempts to provide an outline of the nature and significance of the problem under investigation and also provides a brief description of the way in which answers to the research questions were sought.

### Introduction

> Underlying all endeavors in the field of music education is the assumption that if we know more about our work we should be more effective in it. There are a great many ways to learn more about one's profession, and music educators have traditionally supported a wide range of self-improvement activities. As our profession has grown in size and complexity more and more attention has turned toward the field of research, which is the organized, systematic search for knowledge. Research has literally changed the face of the earth in the past half century. It would seem reasonable to assume that research in music education could have profound effects on every facet of our work. (Reimer, 1966, p. 461).

### Purpose of the Study

In this study an attempt was made to analyze not only the visible responses of young children to music education in the classroom and in the informal setting of their home but also their basic inner attitudes toward and their concept of music.

## Need for the Study

This investigator feels that music educators must occasionally review the assumption made by Reimer to insure that their professional practices will be equal in measure to the state of research at a particular time, and that their general expectations of research will be realistic ones.

There are few problems in the field of music which appear to offer more promise for productive and challenging research than that of evaluating the effects of music education. During the process of teaching and learning about music, precise information concerning the obtained results could keep the process independent from wasted effort and insure that maximum benefits were being attained.

The research referred to by Reimer (1966) deals with the measurement of achievement of particular aspects of musical learning. The measurements usually involve a limited span of elapsed time for the learning process, followed by a standardized test administered to measure the achievement of the particular musical learning or concept.

Music education research in the past has focused primarily on decisions as to the proper methods of teaching, supplies and materials to be used in the classroom, and the kinds of experiences and curricula to be developed. It has only been in the last decade that researchers have investigated interaction analysis in music education classrooms. Dunkin and Biddle (1974) state that when researchers have used this latter approach, they have focused mainly on teacher-pupil interactions where overt behaviours have been observed and coded.

Shulman and Lanier (1977, p. 44) ask the pertinent question in very simple terms:

> How do the ways teachers think--about themselves, their work, their students, their subject matter and materials, the settings in which they appear, the alternatives they consider--affect the nature and quality of their teaching and student learning?

Cooper (1979) states that in order to answer this question it is necessary to determine teachers' thoughts before and during instruction, the types of information they process during instruction, and their ideas of the subject matter. Cooper further states that a desirable corresponding piece of research would be a study of pupil covert behaviour.

In music education it seems that little research has focused on the interactive thought processes of teachers. Further, this researcher has found no research which has attempted to study the interactive thought processes of young children, using the stimulated recall technique, in the naturalistic setting of the classroom and in the home environment.

This investigation continued a trend of research within the Centre for Research in Teaching at the University of Alberta which has used stimulated recall as a research technique. Up until recently the University of Alberta researchers have attempted to observe teacher and student interaction in the classroom during mathematics and/or language arts instruction. This researcher attempted to focus on the perceptions of music education by young children during regular classroom instruction and in the home environment.

## Research Questions

In this study the following questions have been investigated:

1. What are the characteristics of a student's overt behaviour during a music education class?

   What kinds of student overt behaviour occur during music education instruction?

   How often does this behaviour occur?

   Does a relationship exist among the various student overt behaviours?

2. What are the characteristics of a student's covert mental activity during a music education class?

   What is the relationship of the covert mental activity to the overt behaviour?

   What are the characteristics of a student's covert mental activity which pertain to self-performance?

   How often does this covert mental activity occur?

3. What are the characteristics of a student's overt behaviour and covert mental activity during the playing/listening of music in his (her) home environment played by self, siblings, or parents on radio/stereo?

## Definitions

Music education: refers to the teaching of classroom music in the consolidated and Catholic schools.

Young children: refers to children five to eight years of age.

Stimulated recall: a branch of introspective methodology in which audio

and/or visual records of a subject's past behaviour are used to facilitate the subject's recall of the covert mental activity which was occurring simultaneously with the recorded overt behaviour.

Target students: grade one and grade three students chosen by the music teacher, in cooperation with the classroom teachers, to participate in the study.

## Limitations of the Study

The principal limitations of the study are:

1. Samples of schools, students, and lessons were small.
2. Random sampling techniques were not used in the study.

These limitations preclude the making of generalizations beyond the students involved in the study.

## Chapter II

## REVIEW OF RELATED RESEARCH AND LITERATURE

### Introduction

The purpose of this chapter is to review the research and literature concerned with classroom observation, music education, and the use of the stimulated recall technique.

### Classroom Observation

Froehlich (1981) states the purpose of classroom observation is to identify and quantify all those teaching activities in the classroom that may be considered important for specific teaching procedures. In order to identify and quantify the teaching activities an observational measurement tool is used which provides the categories by which the teaching activities are observed.

One of the observational tools most widely used by both general educators and music educators is the Flanders (1970) system of interaction analysis, commonly referred to as FIAC. The observational categories used by Flanders identify various ways in which a teacher communicates with the students in a classroom situation. The categories describe whether the communication is direct (teacher centred) or indirect (student centred). The categories do not describe what is being taught in the classroom, thus, they do not identify teaching content.

The value of classroom observation as a data-gathering procedure has been acknowledged for many years (Wright, 1960), despite problems

in quantifying student and teacher behaviour (Medley and Mitzel, 1963; Rosenshine and Furst, 1973). A vast array of observation forms and procedures is in current use (Dunkin and Biddle, 1974; Erbes, 1972), but the emphasis in classroom research has been upon the observation of social behaviour (Becker, 1971).

It can be acknowledged that an observational system consists of a set of categories which can be used to describe behaviour and activity which occurs in a classroom. These systems are designed with the intent of providing directly observable behavioural characteristics which are stated with such clarity that different observers can agree upon the category in which each behaviour is to be recorded.

The use of observational systems has been reported in the research literature since the 1930's (Anderson, 1967). However, significant advances in descriptive research of classroom interaction has taken place in the 1960's and 1970's. Equipped with audiotaping and videotaping machines, educational researchers have gone into classrooms to collect samples of teacher-student interaction. Using category systems to analyze this first-hand information, the researchers have begun to compile comprehensive descriptions of what teaching is really all about (Hennings, 1975). The majority of these systems are usable across the subject areas of the school curriculum. In the area of music education, the research on developing and using observational instruments has occurred primarily in the 1970's. Whitehill (1970) states that the purpose of his research was a limited one because interaction analysis had not been previously applied in the area of music education. However, the present researcher discovered that in 1969 Nolin used the

Observation System for the Analysis of Classroom Instruction, a sixteen-category modification by John B. Hough of the Flanders' Interaction Analysis Scale (Nolin, 1969). No matter what the subject area is, ". . . research on teaching in natural settings to date has tended to be chaotic, unorganized, and self-serving" (Rosenshine and Furst, 1973, p. 128).

Dorman (1978) states that the purposes of observational systems are varied. Frequently they are used to describe current classroom practice. Another use is in the training of teachers at both the pre-service and in-service level. Less frequently used are observational systems developed to monitor instruction and systems which attempt to find a correlation between instructional activities and student growth.

Since 1969, music education researchers have replicated, developed, revised, or invented observational systems for use in music education instruction. These systems stem from those devised by researchers seeking to define classroom climate by analyzing the verbal interaction of teacher and student. The systems devised for use in the analysis of music education teaching/learning tend to add categories for nonverbal gestures and performance behaviour.

## Music Education

> A fundamental set of problems focuses in the area of music education research. Traditionally, many music educators have entered the profession because they wished to perform music, and not primarily in order to do research. In consequence, there has been a comparative lack of concern for careful research. (Jorgensen, 1977, p. 9).

Jorgensen further stated that those who do research tend to be "positivistic," that is, they try to count, measure, and determine scientifi-

cally what causes certain emotional, rhythmic or bodily reactions. There are also a considerable number of people who rely upon intuition and their own experience which they try to analyze. They recommend the procedures and books which have succeeded in their classrooms.

Greenberg (1976) notes that several important challenges face music educators in the area of music for young children. One of the challenges, he states, is the need to develop more assessment tools and research techniques to assist in research projects with young children. In terms of music education research, Greenberg claims that the young child has been the most neglected segment of the population and, he continues, this group may be the most important of any age level for which to provide quality music education. Thus, it is possible that the answers to many problems in music education may lie with young children.

Pond (1981) writes of his research during the early 1930's. The interest in this particular investigation was motivated by the actions of a four-year-old boy. This child excited the researcher in that he wanted to perform his own instrumental and vocal creations at this early age. Pond continued to observe this boy on a daily basis and made an attempt to notate the compositions. The researcher became very intrigued with the structuring of the melodies, with their freedom from conventional harmonic dependence, the inventive freedom of the rhythm patterns, and the recurrent independent polyrhythmic and complex relationships between the vocal rhythms and those played upon an accompanying drum. Pond encouraged this young child and became a sympathetic and receptive listener to his music.

As a result of this small-scale observational research Pond concluded that there must be something wrong with any system of music education if it did not provide for and build itself upon what seemed to be an innate capacity for creativeness.

In 1936, an attorney, Evan S. Pillsbury, left a legacy to establish a foundation for the advancement of music education. Thus, supported by this endowment, the trustees agreed to establish a nursery school in Santa Barbara, California. Leopold Stokowski was invited to submit suggestions for this school. This well-known conductor felt that what was most needed was an in-depth study of the spontaneous music and musicality of young children.

The school began operation in 1937 and between 15 and 20 three- to six-year-old children were enrolled. The first musical director involved in this project, Donald Pond, utilized a system of classroom observation with these young children. The school offered no prescribed curriculum and functioned with a minimum of routine permitting the children to pursue their own choice of activities. They were free to make music at any time either by playing instruments or singing.

Pond kept a daily anecdotal record of his classroom observations which included musical examples. The investigator became convinced that the child's musicality is innate and is rooted in his being as a child. Pond believes that musicality emerges and is formed in the child's discovery of sound, including instrumental sounds, environment sounds, and vocal sounds. He further notes that the child's music is parallel to primitive music in the size and use of intervals, the freedom of its rhythm, its creative tendencies and its variation procedures.

In his conclusions Pond states that it is up to teachers to encourage and nurture rather than repress the deeply rooted natural musicality that young children inherit and, he continues, teachers must use their intelligence and creative imagination to foster musical growth from those roots.

Nolin (1969) attempted to measure patterns of teacher-student interactive behaviour in selected junior high school general music classes. He used, as his sample, nine music teachers selected from the music staff of a large, metropolitan school system in Ohio. Audiotape recordings of ten different class sessions for each teacher were obtained and analyzed by means of the Hough Observation System for the Analysis of Classroom Instruction. The study was primarily interested in verbal behaviour and the Hough scale was used because it was the first Interaction Analysis modification to include the categorical accounting of certain non-verbal behaviour. Three music supervisors in the school system from which the sample was selected made independent and confidential evaluations of the teaching effectiveness of the entire sample. As a result of the evaluations there were three groupings of three teachers each: three high-rated teachers, three low-rated teachers, and three mid-range teachers.

The findings of the Nolin study indicated that, when comparing the low-rated and the high-rated teachers, low-rated teachers spent nearly three times as much time in lecturing as in the category of the teachers giving directions, and the high-rated teachers spent more time in giving directions but only by less than one percent than the low-rated teachers. Both groups of teachers were found to be sustaining in

their behaviour more often than they were transitional; however, the high-rated teachers tended to be transitional more often than the low-rated teachers. The latter group tended to remain more often within a single type of behaviour for extended periods of time. Nolin used the category of teacher demonstration and included in this category all non-verbal demonstrative behaviours by the teacher. The author, when comparing the three high-rated and the three low-rated teachers, discovered that both groups practiced this behaviour in moderation. However, when used, it was more often transitional by the high-rated teachers, and more often sustaining by the low-rated teachers. In spite of the fact that the data for this study was collected over a five month period, none of the teachers in either high- or low-rated groups varied their behaviour patterns significantly from class to class (Nolin, 1969).

Whitehill (1970) adapted the Flanders' System of Interaction Analysis for use in general music classes and then determined if the adaption could be used to discriminate between the teaching behaviours of general classroom music teachers of different ability. The Flanders' system, as described in Mirrors for Behavior II (Simon and Boyer, 1970), has ten categories: seven for teacher talk, two for student talk, and one for silence or confusion. Direct and indirect verbal behaviours of the teacher yield an Indirect-Direct Ratio. Data are recorded every three seconds by a trained observer and tabulated on a ten by ten matrix for interpretation. In order to observe non-verbal performance behaviour in a music education setting, Whitehill added five categories to the Flanders' system. These are: (1) non-verbal praise and encouragement

of the student, (2) listening-performing, (3) non-verbal criticism, (4) predictable student performance, and (5) improvisation or other types of student performance-initiation.

The Whitehill study consisted of thirteen general music teachers, grades six through nine, chosen from twenty-four teachers in one school system. Teachers were assigned to a high or low teaching ability group on the basis of rating scale rankings which were provided by the system supervisor of music and a panel of judges. These judges, all college teachers of music education and located in the same geographical area of the teachers, were asked to evaluate the teachers through the use of a questionnaire. The identities of the judges were not revealed to any other persons.

The findings of the Whitehill study indicate that teachers in the high group praised and/or encouraged student behaviour, made use of student ideas and asked more questions than teachers in the low group. Whitehill, under suggestions for further research, recommends further investigation into ways of making the categories more adaptable to music classes.

The main purpose of the Verrastro (1970) study was to investigate the use of verbal behaviour analysis as a supervisory technique with student teachers of music. The author attempted to determine whether supervision based on verbal behaviour patterns affected student ability to engage in objective self-assessment and to check the effect of such activity on student perception of the teacher role.

Verrastro used as his instrument the Withall Social-Emotional Climax Index as developed in the 1940's by John Withall to study teacher

effect on classroom climate. Withall's system predates the Flanders' system and contributed to the development of the teacher categories in the Flanders' system (Simon and Boyer, 1974). Withall, in his system, uses seven categories which are scored as often as the verbal intent of instruction changes. Two hundred statements make up a usable sample. One observer records the data in the classroom setting. A simple frequency count is used to tabulate the data. Verbal behaviours assigned to categories one through three are interpreted as learner centred, category four is neutral, and categories five through seven are scored as teacher centred.

In his sample, Verrastro used thirty-nine student teachers, randomly selected, from a group of senior music major students of a school of music. The students were then randomly assigned to an experimental or control group. Data were gathered from eight subjects over a period of five consecutive twelve-week terms.

The findings of the Verrastro study indicate that use of learner-centred instructional behaviours was not common among student teachers of music. Verrastro states that although the evidence supplied by the study is inconclusive, verbal behaviour analysis supervision may hold important implications in cases where extreme custodial teacher-role ideology percepts are held by a student teacher and some modification is desired or necessary (Verrastro, 1970).

From the literature, it seems that Erbes (1972) was the first to develop an observational system specifically for music instruction. The system is used for categorizing, analyzing, and reporting on the verbal interaction between conductors and students during the rehearsal

of large musical groups. It has twelve categories: eight for conductor verbal behaviours, two for student verbalization, and two for non-verbal occurrence.

Erbes used as his sample ten groups, both vocal and instrumental, from a population of thirty groups rehearsing on a regular basis in seven different school districts under the direction of sixteen different teachers. The procedure used by Erbes was to audiotape the rehearsals of his sample.

Erbes discovered that eighty-nine percent of teacher behaviours are in giving directions, correcting, demonstrating, and criticizing; and that students had a tendency to respond to direct questions and rarely initiated ideas (Erbes, 1972).

Reynolds (1974) attempted to modify an existing observational system, the Observational System for Instructional Analysis (OSIA) by Hough and Duncan (1972) for use in analyzing the appraisal behaviours of music teachers in small performance groups. The sample in this study consisted of twenty-six student teachers and seven supervising teachers. Reynolds wrote twenty-five classroom incidents, based on personal experiences, and asked her sample to write a teacher response to each incident.

In her findings Reynolds states that the OSIA modification is adequate for reporting behaviours observed. She found the student response, teacher solicitation, and teacher musical direction included approximately seventy percent of the total data tabulated (Reynolds, 1974).

In 1976, Froehlich developed an observational instrument which attempted to isolate variables that might contribute to the teaching of singing. The sample in this study consisted of fourteen music teachers.

They were observed for four sessions, each of twenty minutes duration, while four preselected songs were taught to fourth grade students. Songs were than tape recorded and rated by judges as to the level of musical quality.

The findings of this study indicated that five variables, namely, phrasing, instrumental accompaniment, student-performance/playing, conducting by hand signals and/or beat indications, and student-performance/rhythmic reading were significantly related to the judges' performance rating. These five variables also correlated significantly with each other, with private study on the part of the students, and with experience on the part of the teacher (Froehlich, 1976).

In a study completed in 1976, Hedrick was interested in a verbal analysis system for self-evaluation of preservice music teachers. Hedrick formed the Verbal Behavior Analysis/Evaluation System for Preservice Music Teachers (VAST) by modifying the Amidon-Hunter Verbal Interaction Category System. The sample consisted of twelve volunteer teachers who coded, analyzed and evaluated four six-minute typescripts, kept a self-report journal on their VAST activities, completed a VAST inventory, and were interviewed by the researcher.

The findings of this study conclude that VAST could be used for self-evaluation and analysis in that preservice teachers became aware of certain attributes of their verbal behaviour (Hedrick, 1976).

A study by Hicks in 1976 attempted to deal with the effect of training in interaction analysis on the verbal teaching behaviours and attributes of prospective school instrumental music education students studying conducting. The sample consisted of fifty-two music education students randomly assigned to an experimental or control group.

Hicks discovered that teachers who had been trained in the techniques of interaction analysis tended to be more dogmatic in their thinking, used more direct verbal behaviours, were usually more aware of a greater variety of verbal behaviours and used more of this variety in their teaching than did their counterparts (Hicks, 1976).

A study carried out by Forsythe (1977) attempted to investigate the extent to which the attending behaviour of students in elementary music classrooms is a function of the activities in which students engage. The procedure used was observation to record student behaviour during specific time periods. A total of two hundred and sixty-two in-class observations of ten to twenty minutes each were conducted at all grade levels, kindergarten through grade six, taught by eleven elementary music teachers during one academic year.

Forsythe reported that a significant interaction occurred between teacher and activity only when the "getting ready" activity was included in the analysis. Off-task levels did not correlate significantly with the amount of time spent on the various activities. Forsythe concluded that these results suggest that attending behaviour is, in part, a function of the nature of the activity in which students participate (Forsythe, 1977).

The purpose of an observational study carried out at the University of Maryland's Center for Young Children in the spring of 1978 was an attempt to document young children's natural musicality as expressed in the social environment characteristic of a contemporary school setting. Two classrooms, one consisting of thirteen three- and four-year-olds, and the other consisting of seventeen four- and five-year-olds, were involved in the study.

The teacher in the study was a music specialist and introduced the children, through weekly classroom visits, to a variety of musical instruments both percussive and melodic as well as other improvisational explorations involving the voice and body.

This investigation involved a period of ten weeks with two weekly observations of each class being monitored using a Music Study Observation Form embodying a classification of musical behaviours and a cassette audio tape recorder.

The findings of the University of Maryland's Center for Young Children study provided some information about various factors affecting children's spontaneous musical creativity, namely, the environment, both physical and emotional; the role of the teacher; the extent of planned activities; the limitations of freedom and choice within classrooms; the tolerance level for chaos; the necessary equipment and materials; and the organizational factors involved. The University of Maryland in reporting its findings states that there is still a great deal to discover and understand about the musical behaviour of young children and that more investigations of young children are needed.

Froehlich (1979) reported on a classroom observational study which was a replication of her 1976 investigation. The same observational tool was used but the number of teachers observed in the second study was eight as compared with fourteen in the first project.

The findings in this particular study indicate that of the fourteen variables observed reliably, "Rhythmic Reading" correlated significantly with above average singing qualities. It was also discovered that classes in which the teacher generally provided time for

extended discussions showed less successful performance than those classes in which little student talk took place. In the first Froehlich study the number of variables observed reliably was higher than in the second study. Consequently, the second study provided fewer independent variables than the first. However, Froehlich feels that the second study confirmed her findings in the first investigation that rhythmic reading was an important instructional activity in the area of teaching singing.

The purpose of a third observational study by Froehlich, the results being presented for the first time in 1981, was to look more specifically into those activities that generally related to the teaching of a musical element. The format of the observational tool for the third study remained the same as the 1976 and 1979 projects; however, the number and type of activities were different and reflected in detail the activities that the researcher had observed to be important aspects in the teaching of rhythm.

Ten teachers from two different school districts participated in the investigation. The particular school districts were chosen because their music programmes were structured according to a combination of Orff and Kodály teaching procedures. Thus, the ten teachers were able to agree upon the content that was to be covered during the lessons of observation. They further agreed upon the criterion measure with which the observational variables were to be correlated. This measure included a task in which the children were requested to notate rhythmically taa-aa taa ti-ti ( ) and syn-co-pa ( ) from two songs they had learned during the observation span of eight weeks.

In the selected music classes the six variables reflecting different teaching areas were: (1) nonmusic related organizational procedures, (2) chanted communication (tone calls), (3) detailed work on song, (4) focus on steady beat, (5) work on rhythm patterns, and (6) the use of standard rhythm terminology. Reliably observed teacher activities were: (1) singing, (2) playing the piano for accompaniment, and (3) body movement. Student activities that were observed reliably consisted of (1) sight singing, (2) the playing of classroom instruments, and (3) body movement.

The findings of this study indicated that the teacher activity that correlated the highest with above average scores on rhythm notation was singing. Also, the student activity that had the only positive though low correlation with the criterion measure was sight singing. Some evidence was obtained that the teaching of rhythm notation was most successful if the rhythmic lines were not isolated from the melody of a song but were performed through sight singing and with an understanding of standard note values. Froehlich concludes that this finding contradicts, to some extent, those teaching methods which propose that the clapping of steady beat or rhythm patterns is the most efficient way of preparing children to notate rhythms of songs.

Abel-Struth (1981) reported on three of ten investigations undertaken in 1979 in Frankfurt, Germany. The investigations were part of an experimental approach dealing with music skills and concepts and involved five- to seven-year-old children. The investigations were carried out in cooperation between a music pedagogue and a psychologist, assisted by the scientific and pedagogical staff of the Frankfurt

"Institut für Musikpädagogik." In addition, many student helpers assisted in the realization of the experiments.

One piece of research attempted to learn if young children were already interested in listening to complex music. Another purpose was to explore the relationships between the children's interest and particular features of musical structures. One way to measure interest in listening to music is to use a Likert-type measure of like-dislike. However, in this particular study the point in question was not only to show, but to measure differences between liking or disliking music, as a function of the age of the subjects.

Musical compositions, either possessing or lacking distinctive musical features, were selected by means of pretests. A distinctive musical feature was designated by the investigators as a musical event which dominates the listening of a section of complex music and acts as a stimulus to the listener. Another series of pretests was given to the sample in order to select highly distinctive musical features. Thus, the investigators obtained samples of characteristic music pieces divided into the following classes: signal-like, song-like, imitation of animal voices, flowing sound, march-like, and dance-like.

For each of these six distinctive features, two sections of different musical pieces were tape recorded. The testing procedure involved a graphic method employing symbols adequate to the young child's understanding. The symbols pictured a rank order of interest ranging from "I don't like it at all, very unpleasant" (1 point) to "I like it very much, very pleasant" (5 points). The participants in the study were requested to fill out the degree of interest after each one of the musical sections had been presented.

The findings of this investigation indicated that children within the age of five to seven years already are able to listen sensitively to music with particular distinctive features. The study also showed that young children succeeded in passing effective judgments upon the music heard by putting them into a rank order.

The investigators concluded, through comparing the five- and six-year-olds to the six- and seven-year-olds, that each group scored comparable scores for interest in listening to particular musical features. Sex differences could not be distinguished.

The purpose of the second investigation in this series was to determine how far the musical realization of nonmusical content may be already developed by young children before entering school. In an attempt to obtain an idea of the audio-analytical ability of young children with respect to nonmusical contents, the investigators selected music with different stylistic degrees. The musical items were presented in the form of a short but characteristic composition. By means of expert rating, the musical materials were classified into three groups: (1) nearly without stylistic qualities, (2) medium stylistic degree, and (3) high stylistic degree.

The method used in this project to collect the data was to use picture cards which were supposed to be identified with the music pieces heard.

According to the investigators of the project the young children had no problem in recognizing a relatively naturalistic presentation of nonmusical contents and attaching to these short compositions certain graphic symbols. However, the overall results were not in agreement

with the main trend suggesting that a higher stylistic degree required more effort in identifying nonmusical contents. The investigators suggest the unexpected data are likely a result of the method of expert rating. They also explain that most of the experts rated one of the compositions, "March" (Jeux d'enfants by Bizet), on a stylistic degree clearly higher than that of another composition, the "cackling of a hen" (Carnival of Animals by Saint-Saëns). The children, it appeared, obviously had quite another impression than the experts. These young people found it relatively easy to identify the march in terms of the category "nearly without stylistic qualities," whereas they encountered problems in classifying the "cackling of a hen." Two probable reasons for these differences have been suggested by the investigators: (1) the subjects, living in a big town, were not familiar with the cackling of a hen; and (2) the identification of nonmusical contents within musical structures is especially related to abilities depending more on auditive experiences gained by musical socialization, than on audio-analytical skills.

The purpose of the final study reported upon by Abel-Struth (1981) was to test the improvement of audio-analytical ability of young children who had been instructed by a teaching sequence. The particular auditory ability was the identification of musical themes.

The method of data collection used in this project consisted of three picture cards related to the three thematic incidents which were as follows: (1) signal-theme; (2) crescendo-decrescendo-theme; and (3) cantabile-theme. Each child had received several copies of each of the three different picture cards and a box of his own. After a period

of practicing, the children learned to drop the appropriate picture card into the box whenever one of the hidden thematic incidents occurred within the tape-recorded improvisations. Assistants in this project were asked to observe the children and to note whether the cards were dropped in or out of time when they identified the number. This procedure was carried out at the beginning and at the end of the study.

The sample in this project consisted of two groups of children, an experimental group and a control group. At the completion of the first trial the experimental group was instructed once a week for two months. The duration of each lesson was 15 to 45 minutes. The control group had no lesson in listening to music during the two month period.

The findings of the first trial presented an unexpected high level in discriminating thematic incidents. Both the experimental and the control subjects achieved more than 9 points out of a possible 14 points, the control group scoring even higher than the experimental one. In both groups the highest scores occurred whenever the crescendo-decrescendo-theme was heard. The investigators suggest that this is likely to be a function of the children's age in which dynamics are obviously easily identified.

The initial high scores of the subjects in identifying the three themes appeared to undermine the consistency of the hypothesis made by the investigators which indicated that children improve in audio-analytical abilities as a result of training. However, the results of the second trial with the same material eight weeks later was in agreement with the investigators initial hypothesis. In comparing the first and second trials of the control group children it was found that the

mean ascended from 9.19 to 11.40 and for the experimental group from 9.14 to 12.31. A t-test applied to these results provided a t score which was not significant.

Shelley (1981) writes of a growing interest and need for research in the area of young children's music. She cites newly established organizations, for example, the National Council for the Advancement of Music in Early Childhood (NCAMEC) begun at Ohio State University in 1979, and the Special Research Interest Group (SRIG) for Music in Early Childhood, organized at the Music Educators National Conference in Miami, 1980, as evidence of the interest being generated in this particular area.

Shelley, in looking to the future, is hopeful that participants in research will share their new-found information and stimulate inquiry in the area of young children's music, for it is through investigation and organized research involving direct observation that the unique factors of young children's musicality can be determined, understood, and further nurtured.

## Stimulated Recall

Stimulated recall as a technique in research has been used as a method of obtaining from a subject a retrospective account of his covert mental activity. According to Marland (1977) it is a branch of introspective methodology in which an audiotape or videotape record of the subject's overt behavior is used to stimulate recall of the simultaneously occurring covert cognitive behaviour. At this point in time, the expressions of the subject are then recorded on videotape. Bloom (1953) used sound recordings to have subjects "revive memories" of

thoughts which occurred previously. He indicates that this recall should take place within a forty-eight hour time period. No reports of the use of the stimulated recall technique with young children in music education studies were located by the researcher.

Marland (1977) points out that stimulated recall as a research technique has been used in studies of medical inquiry (Elstein and Shulman, 1971; Elstein, Kagan, Shulman, Jason, and Loupe, 1972), in teaching and learning (Bloom, 1954; Kagan, Krathwohl, Goldberg, and Campbell, 1967; Marx and Peterson, 1975; Clark and Peterson, 1976; Morine and Vallance, 1975; and Taylor, 1968), and in counsellor-training in the field of mental health (Kagan, 1972; Kagan, 1973a; and Kagan, Krathwohl, Goldberg, and Campbell, 1967). When used in these three areas of research it has been referred to as interpersonal process recall (IPR).

King (1979) reported in his study that both Conners (1978a) and Marland (1977), in their use of the stimulated recall technique, attempted to heed the precautions to be taken to make sure the probability of accurate recall of thoughts. They insured that the measures taken included the interviewer's use of skillful questioning techniques, the recall session to the actual event be less than forty-eight hours (Bloom, 1954), and that the interviewee be fully prepared for the interview.

Conners (1978a) noted three problems which are thought to underlie the accuracy of using recall; there is the problem of whether or not the interviewee can remember, if he is reporting his actual or distorted thoughts, and if he is selectively reporting his thoughts.

In his research he did attempt to conduct a number of checks which enable a researcher to infer validity of the individual's reports. Both Conners (1978a) and Marland (1977) were able to infer that acceptable validity had been established in their studies.

The use of the stimulated recall technique as a research instrument is relatively new. However, more and more classroom researchers are recognizing the potential of this technique. Recent researchers at the University of Alberta who have successfully used this technique, Marland (1977), Conners (1978a), Nolan (1978), Cooper (1979), and King (1979), all caution that participants in the project must be willing and able to verbalize thoughts and feelings as accurately and as completely as possible. As King (1979) points out, the success of the stimulated recall methodology is based on the assumption that such reports about these thoughts and feelings are reasonably accurate representations of that behaviour.

Summary

The music education studies reviewed in this chapter have been written since 1930 and they all pertain to research with young children, student teachers, general classroom teachers, and music teachers.

The stimulated recall technique, involving the stimulated recall interview, is a recent research tool in the field of education. It involves the recording of a lesson on audio/videotape followed within a short time period with an interview. The audio/videotape is replayed and is used as a stimulus to assist the interviewee in recalling the thoughts and feelings experienced during the actual lesson. These interactive thoughts are then recorded on audiotape.

It appears that relatively little research in music education has focused on the interactive thought processes of teachers. To the knowledge of this researcher, there has been virtually no research done in music education which focuses on the interactive thought processes of young children, using the stimulated recall technique.

# Chapter III

# DESIGN AND PROCEDURES

## Overview

The purpose of this chapter is to present a description of the research design, the sample used, the collection of data, the procedures followed, and the methods of analyzing the data collected.

## Research Design

The research project was planned as a small-scale descriptive case study conducted in the natural setting of an urban primary school during music education instruction; and in the informal setting of the homes of the target students.

The music lessons videotaped were prepared and presented by the music teacher without intervention by the researcher or the research design. After each lesson was videotaped, a stimulated recall interview was conducted either later the same day or during the morning session the following day with the three target students in each of the grade one and grade three classes. The stimulated recall interviews were audiotaped, transcribed, and the data analyzed to determine the types of thoughts processed by young students during music instruction. A minimum of forty, of a possible forty-eight, student stimulated recall interview transcripts were obtained and deemed sufficient to yield a data base for the further refinement of analytical and procedural

techniques which could be used in the investigation of pupil information processing.

## Sample

In order to carry out this project in an urban school the researcher made a written request to the superintendent of an urban school board. This particular school board was chosen by the researcher because, of the three urban school boards, it was the only one which had a music consultant employed at the central office level. The superintendent discussed the request with the music consultant and a school was chosen for the researcher by central office personnel. The assistant superintendent responsible for the area where the designated school was located contacted the researcher and granted permission to carry out the study.

The request indicated that the study would involve a total of six students, three from grade one and three from grade three. Due to the nature of the research it had been decided to confine the study to a small number of subjects and to have the music teacher, in cooperation with the classroom teacher, choose them on the basis of the following criteria.

1. The students must be in grades one or three.
2. At least two of the students must be studying a musical instrument privately in addition to music education and the remainder of the students instructed only through music education.
3. The students must be able and willing to communicate their interactive thought processes.

4. The parents of the subjects must be willing to permit the researcher to conduct observations and interviews in the home setting.
5. The students must return a signed letter from the home permitting them to participate in the research project and permitting the researcher to visit their homes.

Of the six students who participated in the study, three were boys and three were girls. The grade one group consisted of one boy and two girls while the grade three group consisted of two boys and one girl. A grade one and a grade three girl studied piano privately and a grade three boy studied trumpet privately.

Only students who were above average achievers in their general classroom work participated in the study as teachers were reluctant to release students who were low achievers from class time.

When the project was at first being considered it was thought that a total of four students would be used in the study. However, the researcher decided to approach a total of six students in case of absenteeism and/or lack of parental consent.

A total of sixteen music classes (eight with grade one and eight with grade three) were videotaped and forty student stimulated recall interviews were conducted. Eight stimulated recall interviews were scheduled for each student but due to absenteeism they were conducted with one student only in each of the grade one and grade three classes. One student in each grade was present for seven stimulated recall interviews, and five interviews were carried out with one student in each grade. Bloom (1953) suggests that the stimulated recall should

take place within a forty-eight hour time period, thus, this researcher conducted all student stimulated recall interviews during school hours either the same day as the lesson or during the morning session the following day.

No sampling procedures were used in the selection process. The school used in the research project was chosen by the school board and the music and classroom teachers agreed to participate in the study.

The school caters to children of both sexes in the kindergarten to grade six age range and has a student enrollment of approximately 450. The school is situated in a new housing development and the building had just been completed. The official opening occurred during the period the researcher was collecting her data, thus, equipment and materials appeared to be in abundance. The music instruction was conducted in a rectangular shaped music room with a flat surface for a floor and drop-arm chairs were placed in rows arranged in a semi-circle around the piano. Videotaping for the research project was carried out in the music room.

## Pilot Study

Prior to the actual research project a pilot study was conducted over the period of a month in an urban elementary school. Two music lessons, instructed by the same teacher, were taught to a grade two and a grade three class. Pre-lesson interviews, recorded on audiotape, were conducted with the teacher and the two children participating in the study--a girl, 7:6 years and a boy, 8:7 years.

Training in the introspective research methodology as well as training in the technical operation of equipment preceded the pilot study. This training was carried out at the Audiovisual Department, Faculty of Education, the University of Alberta.

Stimulated recall interviews were conducted with the two students after each of the lessons was videotaped. These interviews were conducted on the same day the videotaping was completed. The stimulated recall interviews were recorded on audiotape, transcribed, and analyzed.

Difficulties were encountered in obtaining private interviewing accommodation, in the choice and operation of the audio-video equipment, in the choice of students to be interviewed and in obtaining recall data that focused on the researcher's area of interest. The grade two student who was interviewed appeared to experience difficulties in recalling her interactive thoughts and tended to focus on those facets of the lesson unrelated to lesson content. The stimulated recall interview often required interviewer initiation of dialogue to maintain the pupil's concentration on the purpose of the interview as she became more involved in viewing the videotape than in recalling interactive thoughts.

As a result of the pilot study and the stimulated recall interviews, the researcher decided that the following factors and guidelines should be considered in the research project:

1. The researcher should spend a week in the project school for familiarization purposes, prior to videotaping.
2. Care should be taken to insure private interviewing accommodation was available in the project school.
3. The audio-video equipment would be operated by the interviewer

rather than the interviewee to facilitate maximum concentration on recall.

4. All stimulated recall interviews would be conducted on the same day as the lesson was videotaped or during the following morning session to facilitate maximum recall.
5. The length of the lesson videotaped would be approximately thirty minutes, the duration of a regular class period.
6. A total of six students would be interviewed, three in grade one and three in grade three.

The training period and pilot study enabled the researcher to experiment with and refine the techniques in interviewing and in operating the audio-video equipment. The pilot study was also considered fundamental to the formulation of procedures for interviewing students, to establishing suitable rapport with both teachers (classroom and music) and students, and to the construction of a series of questions which would elicit information from the students that would facilitate the answering of the research questions posed.

The researcher was primarily interested in learning the perceptions of music education by young children and it became apparent that there would be four distinct phases in the study. The first or preparatory phase involved the preparation of questions for use in the pre-lesson and stimulated recall interviews. The second phase was the familiarization period when the researcher spent time with teacher and students in the classroom. The third phase entailed collection of data. The fourth phase involved the home visitation.

## Phase One

This phase consisted of preparing a series of questions to be used in the pre-lesson and stimulated recall interviews. The pre-lesson questions covered the target students' expectations and evaluations of singing, playing, reading, listening, creating, and moving in a music education class. Questions designed for the stimulated recall interviews were more concerned with the overt/covert behaviour and thoughts of the target students during music instruction (Appendix I).

## Phase Two

The researcher spent a familiarization period of one week in the school participating in the research project. During that time the researcher:

1. Discussed with the principal, vice-principal, music teacher, classroom teachers and students the purpose of the research project. Every effort was made to assure the administration and music teacher that the project was not intended to measure music instruction.
2. Arranged with the music teacher to be introduced as a visitor to the classroom with an interest in young people and music.
3. Familiarized herself with classroom routine.
4. Videotaped the class at work and provided opportunities for teacher and students to view the videotapes of themselves and also to become accustomed to the presence in the classroom of the researcher and videotaping equipment.
5. Arranged with music teacher to place the target students in a

seating arrangement where they could be easily viewed on camera.

6. Arranged a schedule for videotaping lessons and space for conducting the pre-lesson and stimulated recall interviews.

In addition to the above, the researcher memorized the students' names, became familiar with classroom procedures and class schedules, had the opportunity to note the records, rhythm, melody and other musical instruments available for students, and in general became a familiar presence in the music room. These familiarization procedures were considered necessary to maintain normal classroom behaviour, to allay any feelings of mistrust, and to eliminate any focus on the camera or the researcher by either the teacher or the students.

## Phase Three

### Pre-lesson Interviews

The researcher set up pre-lesson interviews with the music teacher and the six students involved in the study. Once the students to be interviewed were identified, the researcher spoke to each one individually to explain his (her) role in the study. Every opportunity was taken by the researcher to converse with the subjects individually and to answer any questions she (he) might have.

A total of forty-six, of a possible fifty-four, pre-lesson interviews were conducted over a sixteen week period. Participation involved one grade one and one grade three student for six interviews, one grade one and one grade three student for eight interviews, and one grade one and one grade three student for nine interviews. The purpose

of the student pre-lesson interviews was to gain information about individual student's expectations and evaluations of music education.

The music teacher involved in the project was rather reluctant to give pre-lesson interviews for each of the eight units to the researcher. Instead she agreed to discuss with the researcher, on a weekly basis, the proposed goals/objectives of the lessons to be taught in each grade and the materials, procedures, and enrichment to be used in accomplishing the purpose of the lesson. Since the development of this interview schedule was not based on the need to have details of the plans the teacher had made for the music lessons but rather an overview of the activities and concepts to be covered during the research period, the researcher agreed to the system of interviews as established by the teacher. Questions posed by the researcher are indicated in Appendix G. The music activities and concepts presented in the grade one and grade three classes are shown in Appendix H.

The researcher could find no instrument which would serve the research purposes of this project; therefore, an interview schedule, using a questionnaire approach, was developed which was intended to fulfill the requirements as outlined above.

Pupil Stimulated Recall Interviews

As reported earlier in the study, a total of forty stimulated recall interviews were conducted with the six target students involved in the study. One grade one and one grade three student were present for five interviews, one grade one and one grade three student for seven interviews and one grade one and one grade three student for eight interviews. Technical skills were required to operate the audio-video

equipment involved in the project and the researcher was fortunate in that the Director, Audio Visual Centre/Division of Learning Resources, Memorial University of Newfoundland, sent a technician to the project school for a day to assist the researcher with the equipment. This greatly facilitated operating the VTR camera throughout the study, for example, focusing in upon a target student and then moving to pan the class as a whole.

During the stimulated recall interviews emphasis was placed on the following aspects:

1. The stimulated recall interview is not a memory test or any other kind of a test.
2. How well the student behaves or how well she (he) achieves in music is not the focus of the study.
3. The student should consider the videotaped lesson an ordinary lesson and behave or react as she (he) normally would.
4. The stimulated recall interview data is confidential.

This researcher worked independently throughout the study. All pre-lesson interviews, videotaping, and stimulated recall interviews were carried out by this researcher. The videotapes of each lesson were previewed by the researcher before commencement of the pupil stimulated recall interviews. During the previewing of the videotapes the researcher made notes of events she considered crucial to the study. Accompanying VTR counter readings were made in conjunction with the events. These notes assisted the researcher with questioning during the stimulated recall interviews. All student stimulated recall interviews were conducted the same day or the morning session of the following day of

videotaping. Arrangements were made previous to the stimulated recall interview to have students excused from subsequent classes with their classroom teachers to return to the office of the music teacher. The office was adjacent to the music room so the researcher moved the VTR equipment into the office for private previewing and stimulated recall interviews. This proved to facilitate matters because during the pilot study the researcher had had difficulty in locating private space within the school. On one occasion the stimulated recall interview was conducted in a storage room and the nurse's office was used for the second interview.

## Phase Four

### Home Visitation

The researcher arranged a total of six home visits, one for each target student, with the parents of the target students in the home setting. The visits were scheduled during the early evening when parents, siblings, and target student were together as a family. These home visits proved to be especially helpful since they permitted the researcher to observe much about the home background and family relationships. Frequently, by just looking around and listening to what took place in the home setting, the researcher found out more about the student during the home visit than she might have discovered after several school interviews.

The researcher initially contacted the home by letter requesting permission to conduct the project with the target students. Reference was made in this letter to a proposed home visit. Parents signed and

returned a form to the researcher giving permission to work with their child and to a home visit at some future date.

The home visit was arranged by telephone and, as suggested by Rowen (1973), the researcher entered the home setting much as if she were a guest. Casual comments about the target students, or any observable interest of the parents, helped to "break the ice" and lead to free-flowing conversation. With this informal setting it was not long before the parents were giving the researcher valuable information about the target student's attitudes, his (her) relationship with siblings, his (her) work habits, and so forth.

The researcher did not take notes while parents were talking but listened attentively and added comments of a neutral nature to the discussion. An attempt was made to avoid statements of a judgmental nature about the target students. Field notes were made by the researcher at the conclusion of each home visitation.

A complete description of the questions asked at the parent interview is given in Appendix E. The following outline represents a summary of key points elicited by the investigator during the parent interviews.

Subject A. Girl aged 6 years 10 months (as of January, 1981), does not study music privately. One older sibling (girl, aged 8 years); occupation of father, engineer (boat); occupation of mother, housewife.

Subject B. Boy aged 6 years 2 months (as of January, 1981), does not study music privately. One younger sibling (boy, aged 5 years); occupation of father, teacher; occupation of mother, housewife.

Subject C. Girl aged 6 years 9 months (as of January, 1981), studies piano privately. One older sibling (girl, aged 8 years); occupation of father, accountant; occupation of mother, secretary.

Subject D. Boy aged 8 years 9 months (as of February, 1981), does not study music privately. One older sibling (boy, aged 10 years); occupation of father, bank manager; occupation of mother, secretary.

Subject E. Boy aged 8 years 6 months (as of February, 1981), studies trumpet privately. Two younger siblings (girl, aged 6 years and boy, aged 4 years); occupation of father, accountant; occupation of mother, housewife.

Subject F. Girl aged 8 years 10 months (as of February, 1981), studies piano privately. One younger sibling (boy, aged 3 years); occupation of father, engineer (boat); occupation of mother, nurse.

The parents of these children were assured that they and their children would be guaranteed anonymity and for this reason the subjects were code-named as follows:

Subject A.....Amy

Subject B.....Brian

Subject C.....Clara

Subject D.....Donald

Subject E.....Eric

Subject F.....Flora

## Technical Equipment

The following audio-video equipment was used in this study:

A Sony Cassette tape recorder

A Panasonic colour video camera--WV3210

A Panasonic power zoom lens

A Panasonic table type video recorder

Panasonic Omnivision II VHS ½-inch cassette tapes.

The VTR chosen used Omnivision II VHS ½-inch cassette tapes. The tape recorder was used to tape pre-lesson interviews and the stimulated recall interviews. The zoom lens was used to focus upon target students during music instruction. The camera was placed in the classroom as noted in Figure 1.

## Guidelines for the Interviewer

In addition to establishing a feeling of accord with the interviewee, the verbal and non-verbal conduct of the interviewer during the stimulated recall interview was considered crucial. In an attempt to elicit the fullest disclosure of interactive thoughts and feelings and to enhance the quality of recall, the following guidelines were formulated for the interviewer.

1. Do not make evaluative comments during the interview.
2. Indicate an intense interest in what the interviewee is saying.
3. Do not interrupt the interviewee, let him (her) complete his (her) thoughts.
4. Keep the focus of the interview on the task.
5. Use probing questions when relevant to events on the videotape or to interviewee comments.
6. Use the words or terminology of the interviewee when phrasing questions.
7. Avoid all behaviour (verbal or non-verbal) which might threaten the psychological safety of the interviewee.

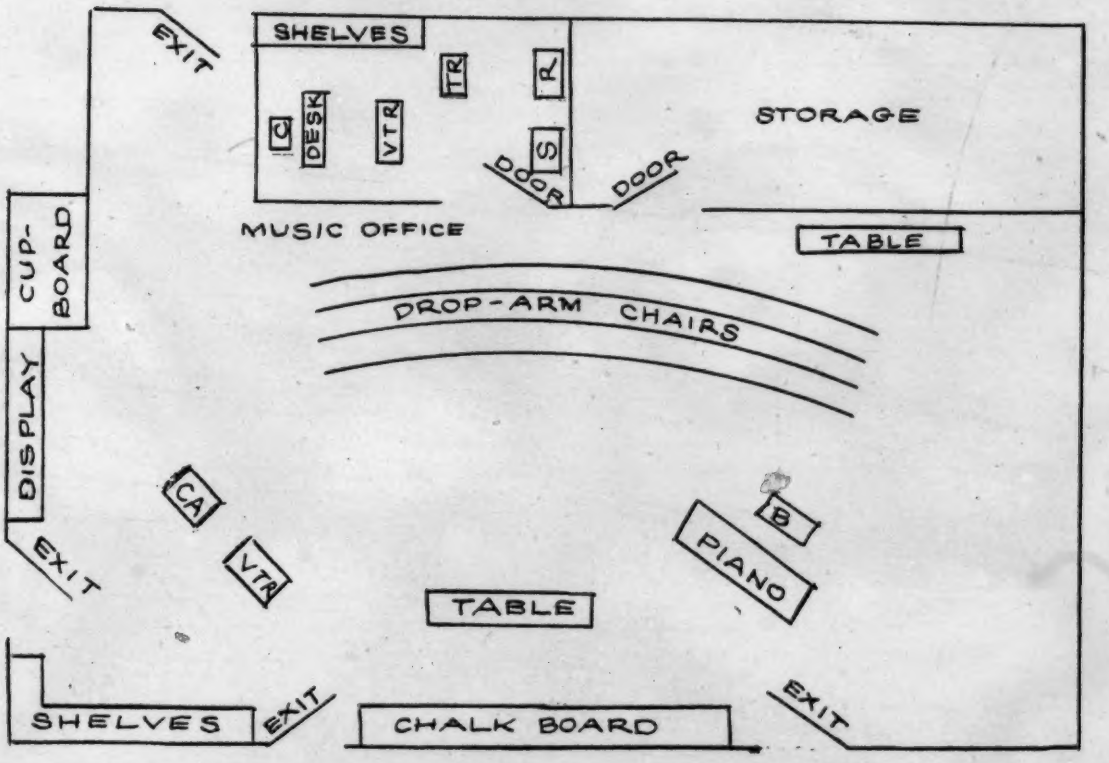


Figure 1

Music Room--Project School

B - BENCH
C - CHAIR
R - RESEARCHER
S - STUDENT
TR - TAPE RECORDER
CA - CAMERA

## Data and Data Sources

A tabulated format of the data and data sources for this study was as follows:

| DATA | DATA SOURCES |
|---|---|
| Pre-lesson student interviews | Pre-lesson interviews ranging from ten to fifteen minutes were conducted prior to each of the videotaped lessons. A total of forty-six, of a possible fifty-four, student interviews were conducted. (Appendix J) |
| Videotapes of lessons | A total of sixteen classes, eight for grade one and eight for grade three, ranging from 25-30 minutes were videotaped during music instruction. |
| Interactive information processing data | Stimulated recall interviews were conducted on the same day that the music lesson was videotaped or during the morning session the following day with the target students involved in the study. The interviews ranging from thirty minutes to one hour and thirty minutes were audiotaped and typewritten manuscripts of the interviews were prepared (Appendix K). A total of forty interviews were conducted, eight interviews were missed due to student absenteeism. |

## Methods of Analysis

The data obtained from observations, interviews and the transcripts of the tapes were examined in terms of the research questions of the study. The researcher, when transcribing the student VTR tapes for overt behaviour, modified and used the Shelley (1977) Music Study Observation Instrument. The modified form consisted of a taxonomy of sixteen behaviours (Appendix F). The Music Study Observation Form used at the University of Maryland's Center for Young Children incorporated, a taxonomy of nineteen musical behaviours and a cassette audio tape recording machine. The nineteen behaviours were developed, primarily, to observe the natural musicality expressed in the Center for Young Children's setting and to collect and analyze raw data about spontaneous musical behaviour observed in young children.

This researcher used as her instrument the modified form mentioned above which contained seven categories: three statements for singing, three for playing, two for reading, one for listening, one for creating, two for moving and four for general behaviour. The research project was designed whereby observations of musical behaviours were made utilizing videotapes previously made of the children during their regular music education classes. This eliminated the necessity of finding trained observers who would be available during the school day. Covert behaviours were transcribed and analyzed by means of the pupil stimulated recall interviews which were conducted within 24 hours of the classroom tapings.

## Chapter IV

## ANALYSIS AND INTERPRETATION OF DATA

This chapter contains four sections representing the following: data obtained from the student pre-lesson interviews about the individual student expectations and evaluations of music education; tables which summarize and analyze the overt student behaviours through classroom observations; data received from the stimulated recall interviews; and data received from the home visitations.

The four phases mentioned above were conducted by the researcher over a sixteen week period from January 16, 1981 through May 8, 1981. During January the familiarization phase and the selection of suitable subjects was carried out with the first pre-lesson interview, followed by the first classroom observation, beginning in February, 1981.

During the succeeding weeks a total of forty-six (85%) of a possible fifty-four, pre-lesson interviews were conducted with the target students in the grade one and grade three classes. This information is contained in Figure 2 (page 47).

A total of sixteen thirty-minute music lessons, eight in grade one and eight in grade three, were observed and videotaped by the investigator. The target students' overt classroom behaviours were considered in terms of the Music Education Observation Form. As indicated earlier, this is a modified version of the Music Study Observation Instrument used by Shelley (1977) at the University of Maryland's Center for Young Children. This modified form contained seven categories: three state-

| | Students | Amy | Brian | Clara | Donald | Eric | Flora |
|---|---|---|---|---|---|---|---|
| Pre-lesson Interviews | 1 | P | P | P | P | P | P |
| | 2 | P | P | A | P | A | P |
| | 3 | P | P | A | P | A | A |
| | 4 | P | P | A | P | P | P |
| | 5 | P | P | P | P | A | P |
| | 6 | P | P | P | P | P | P |
| | 7 | A | P | P | P | P | P |
| | 8 | P | P | P | P | P | P |
| | 9 | P | P | P | P | P | P |

Key:

P = Present
A = Absent

Figure 2

Student Pre-lesson Interviews

ments for singing, three for playing, two for reading, one for listening, one for creating, two for moving, and four for general behaviours.

Student covert classroom behaviours were transcribed, described and analyzed by an introspective technique referred to as the stimulated recall interview. As indicated in Figure 3, a total of forty (83.3%), of a possible forty-eight, stimulated recall interviews were conducted by the researcher.

| | Students | Amy | Brian | Clara | Donald | Eric | Flora |
|---|---|---|---|---|---|---|---|
| Stimulated Recall Interviews | 1 | P | P | A | P | A | P |
| | 2 | P | P | A | P | A | A |
| | 3 | P | P | A | P | P | P |
| | 4 | P | P | P | P | A | P |
| | 5 | P | P | P | P | P | P |
| | 6 | A | P | P | P | P | P |
| | 7 | P | P | P | P | P | P |
| | 8 | P | P | P | P | P | P |

Key:

P = Present
A = Absent

Figure 3

Student Stimulated Recall Interviews

Six home visitations, one for each target student, were implemented at the completion of the classroom observations. Data was gathered regarding the target student's attitudes, his (her) relationship with siblings, his (her) work habits, and so forth.

In the following description of the analysis of the data the six target students were considered separately in each of the four sections and, in Sections Two, Three, and Four, the data was organized in relationship to the research questions.

## SECTION ONE

### Pre-lesson Interviews

This section deals with the target student's expectations and evaluation of the music class in the activities of: singing, playing, reading, listening, creating, and moving.

#### AMY

Singing: This student expected to sing songs every music period and considered this activity fun. Talking about singing seemed, at times, to trigger an excitement in Amy. She indicated she enjoyed singing, not only in class, but also at home. Her favourite kind of songs were seasonal.

Playing Amy certainly expected to play instruments at some point in each period. She appeared to have knowledge of the rhythm instruments and the Orff-type instruments.

Reading: This student had low expectations of reading music during

music class. She mentioned reading music in a few classes but also indicated she did not understand reading notation. Amy stated music texts were rarely used and that the skill of reading music was attained through the use of xeroxed work sheets. This activity was usually the reading of rhythm patterns and not the melodic line.

Listening: According to Amy very little time was devoted to listening. If and when a record was played it was used to have the students move to the music.

Creating: At the beginning of the interviews Amy had no expectations regarding this activity. Towards the end, however, she did state that the teacher had recently asked them to "create" a dance.

Moving: Amy expected to move or respond to music in most of her music classes and she expressed much enjoyment with this activity. She particularly enjoyed marching and dancing to the music.

Amy's expectations were fairly constant throughout the pre-lesson interviews. Her answers, while remaining the same, became more confident as the interviews progressed.

The favourite activity of this student was singing, in fact Amy expressed great enjoyment when discussing singing songs. She also demonstrated enjoyment at the thought of playing instruments and moving to music. Her least favourite activities seemed to be creating and reading.

BRIAN

Singing: Brian expected to sing in all of his music classes and he stated he enjoyed this activity. In fact, he indicated it made him happy to sing.

Playing This student expected to play instruments, especially the rhythm instruments, in his music classes. He indicated he enjoyed playing the drum best of all.

Reading: Brian did not expect to read music very often in his classes and did not appear to be too enthusiastic with this topic. He did indicate that work sheets, not music books, were used in reading. This involved reading rhythm patterns, not the melodic line.

Listening: This skill was enjoyed by Brian, however, he expected to listen to records in class only occasionally.

Creating: Brian did not expect creative activities in class but indicated he sometimes made up tunes on his own.

Moving: Moving was expected in music by Brian and he indicated he enjoyed moving to music and adding actions to songs.

Brian was not too informative during the early interviews, appearing to hesitate in offering information. However, he expected singing in every lesson and he also felt that instruments would be played and that singing games would be carried out. Brian enjoyed the moving and listening activities, but did not anticipate the latter activity very often. His least expected activities were reading and creating.

The researcher got the impression that Brian, in the interviews, was attempting to give responses expected by the interviewer.

CLARA

Singing: Clara indicated the one activity she expected in music class was singing. Her favourite songs were seasonal.

Playing: This student appeared to have a knowledge of rhythm instruments and indicated she enjoyed playing them. Clara stated she expected rhythm instruments to be used in most of her music classes.

Reading: Clara had little expectation that reading would be a part of her music classes. However, she did say that reading did take place occasionally and that participation involved the reading of rhythm patterns from work sheets, not the melodic line from a book.

Listening: This activity was not one which Clara expected to be part of her music class very often.

Creating: This student did not expect to create melodies, movement, and so forth, in class.

Moving: Clara indicated she enjoyed moving to music but placed no great emphasis on this activity.

Clara displayed strong expectations toward singing, singing games, and playing instruments. At the same time little or no interest in the areas of reading and creating was expressed by this student.

DONALD

Singing: Donald expected to sing songs in music and expressed this, with much enjoyment, in all of his interviews. He thoroughly enjoyed singing songs about space because ". . . I get to play the xylophone."

Playing: This student expected to play instruments in most of his interviews. He expressed enjoyment in this activity and further stated he enjoyed playing the metallophone because ". . . it is the largest instrument."

Reading: This student occasionally expected to read music from work sheets distributed by the teacher. It appeared that Donald really did not understand notation and was, therefore, not interested in this activity.

Listening: Donald indicated that listening, when presented in class, often involved listening to a record which accompanied a film strip. He expressed enjoyment with this activity but only if the subject material was of interest to him.

Creating: This student expressed enjoyment with this activity and indicated he liked to create new words to a song learned in class or to make up a story about the music which had been played. For example, "Golliwog's Cake Walk," Debussy.

Moving: Donald expected to play games and move in some of his classes. He enjoyed this activity.

Donald appeared to be a well-informed child and always expressed a desire to be involved, to participate. He seemed to be eager and restless at times. He was very anxious and interested in learning to play the piano and had already "learned" to play some melodies on this instrument. Donald also appeared to be frustrated with the fact that not enough instruments were available for his class.

Donald expected all the musical activities, except reading, to take place in his music class. He indicated his favourite activities were singing and playing instruments. He least enjoyed the topic of reading.

ERIC

Singing: Eric expected to sing songs in all of his music classes and expressed enjoyment in learning folk songs.

Playing: This student expected to play instruments during music class and appeared to be very interested in learning about the instruments, particularly the brass instruments in the orchestra.

Reading: Eric expected to read music and indicated he enjoyed this activity. He stated he understood notation due to the fact he was taking private lessons on the trumpet.

Listening: This student enjoyed listening, especially if it was a record which accompanied a film strip on the instruments in the orchestra.

Creating: Eric did not expect to carry out creative activities during the music lesson.

Moving: Eric expected to move sometimes but stated he did not enjoy this activity.

Eric expected to sing and to read most often in his music classes. He indicated he thoroughly enjoyed reading and understood notation well due to the fact he was taking private lessons on the trumpet. The activity he least expected and enjoyed was creating.

FLORA

Singing: Flora certainly expected to sing songs in music class, particularly lullabies and songs with foreign words. This student thoroughly enjoyed this activity.

Playing: Flora expected to play instruments in some of her classes but indicated she did not enjoy this activity. She did, however, enjoy playing the piano and occasionally expected to be invited to play the piano for her class. Her private instruction on this instrument did give her a lot of pleasure and satisfaction.

Reading: This student expected to read music and indicated she enjoyed it, especially the hand signs, because she understood the subject.

Listening: Flora expected to listen to music and indicated she enjoyed this activity.

Creating: This student did not expect to use the activity of creativity very often and further stated she did not enjoy this activity when the class did participate in it.

Moving: Flora did not expect to move to music and indicated she did not wish to participate in this activity.

Flora expected and enjoyed all activities except creating and moving. She studied piano privately and expressed great delight in being asked to bring her book and play for her class.

SUMMARY OF EXPECTATIONS AND EVALUATIONS

Singing: Without exception all students expected to participate in singing and all students indicated an enjoyment in this activity. The grade one students indicated they enjoyed action songs, singing games, and seasonal songs. The choice of the grade three students was folk material, songs dealing with space, and songs with foreign words, e.g., "A la Claire Fontaine."

Playing: All students expected to play instruments and the majority enjoyed participating in this activity. All of the grade one students had a knowledge of rhythm instruments. The grade three students appeared to know about the Orff-type instruments in addition to the rhythm instruments.

Reading: The majority of students either did not expect to read music or had low expectations of this activity. It seemed to be

enjoyed more by the students who were studying music privately. Perhaps this is due to a better understanding of the material by this particular group of students.

All of the grade one students did not expect, or had low expectations, of reading and the grade three students expected and enjoyed this activity.

Listening: Generally, grade one students did not expect or enjoy listening to records. However, grade three students did expect and enjoy this particular activity. The grade three students who were studying privately did seem to thoroughly enjoy listening and regarded it as a worthwhile learning activity.

Creating: This activity seemed to be the least expected and enjoyed by the grade one and the grade three students.

Moving: This activity was expected and enjoyed by the majority of students. However, grade one students enjoyed moving to music through action songs, singing games, and marching. Grade three students interpreted moving as responding to a record by creating a dance or some other form of music, i.e., a golliwog walking on top of a birthday cake.

## SECTION TWO

### Classroom Behaviours and Observations

This section begins with a presentation, in table form, of the behaviours of the target students. Each student is then dealt with

separately as the investigator presents an analysis of the following research questions:

What are the characteristics of a student's overt behaviour during a music education class?

What kinds of student overt behaviour occur during music education instruction?

How often does this behaviour occur?

Does a relationship exist among the various student overt behaviours?

Tables 1 and 2 list by class the number of occurrences of each of the behaviours listed in the taxonomy on the observation instrument. Table 3 ranks the behaviours from the taxonomy on the observation instrument by order of the number of occurrences of each behaviour.

Of the seventeen behaviours developed in the observation instrument's taxonomy, only the following were observed in the study forty or more times between the two classes, or at least twenty times in one of the classes:

Behaviour 13.....617 occurrences
Behaviour 16.....434 occurrences
Behaviour 3.....344 occurrences
Behaviour 2.....179 occurrences
Behaviour 17.....146 occurrences
Behaviour 8..... 77 occurrences
Behaviour 7..... 57 occurrences
Behaviour 12..... 41 occurrences

Behaviours 1 and 9 were not observed at all in the study.

<u>What are the characteristics of a student's overt behaviour during a music education class</u>?

In this study the researcher used the term characteristic as a music teacher uses the term tone colour. With young children rhythm

Table 1

Breakdown of Observations by Unit and Taxonomy of Behaviours

Grade 1

| Behaviours | Units 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 16 | 47 | 6 | 30 | 4 | 8 | 0 | 39 | 150 |
| 3 | 54 | 21 | 11 | 24 | 21 | 0 | 38 | 43 | 212 |
| 4 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |
| 5 | 8 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 10 |
| 6 | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 7 | 10 |
| 7 | 0 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 16 |
| 8 | 3 | 0 | 34 | 0 | 0 | 3 | 0 | 0 | 40 |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| 11 | 0 | 0 | 0 | 0 | 0 | 10 | 0 | 0 | 10 |
| 12 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| 13 | 30 | 53 | 72 | 54 | 35 | 34 | 25 | 45 | 348 |
| 14 | 8 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 15 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| 16 | 57 | 38 | 54 | 51 | 18 | 13 | 24 | 39 | 294 |
| 17 | 21 | 10 | 16 | 12 | 0 | 1 | 12 | 2 | 74 |
| | | | | | | | | Total | 1230 |

Key:

1. Selects song for class to sing.
2. Moves/claps while listening to accompaniment.
3. Sings with class.
4. Offers to play instruments.
5. Examines and manipulates instruments.
6. Accompanies song/record with instruments.
7. Combines music and visual aids.
8. Demonstrates skill repetition.
9. Selects record to be played for class.
10. Contributes words for "new" song.
11. Participates in echo clapping.
12. Moves to music.
13. Listens during explanation by teacher.
14. Appears not to listen during explanation by teacher.
15. Observes but does not participate.
16. Exhibits enjoyment.
17. Other.

Table 2

Breakdown of Observations by Unit and Taxonomy of Behaviours

Grade 3

| Behaviours | Units 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Total |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | 12 | 0 | 0 | 6 | 0 | 0 | 11 | 0 | 29 |
| 3 | 18 | 33 | 0 | 6 | 0 | 0 | 19 | 56 | 132 |
| 4 | 4 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| 5 | 3 | 4 | 0 | 0 | 2 | 0 | 0 | 0 | 9 |
| 6 | 9 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| 7 | 15 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 41 |
| 8 | 12 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 1 | 0 | 18 | 0 | 0 | 0 | 0 | 19 |
| 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 5 |
| 13 | 44 | 6 | 87 | 18 | 8 | 75 | 4 | 27 | 269 |
| 14 | 3 | 0 | 3 | 0 | 6 | 0 | 0 | 0 | 12 |
| 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 16 | 39 | 24 | 11 | 15 | 4 | 27 | 3 | 17 | 140 |
| 17 | 6 | 4 | 4 | 5 | 6 | 21 | 21 | 5 | 72 |
| | | | | | | | | Total | 805 |

Key:

1. Selects song for class to sing.
2. Moves/claps while listening to accompaniment.
3. Sings with class.
4. Offers to play instruments.
5. Examines and manipulates instruments.
6. Accompanies song/record with instruments.
7. Combines music and visual aids.
8. Demonstrates skill repetition.
9. Selects record to be played for class.
10. Contributes words for "new" song.
11. Participates in echo clapping.
12. Moves to music.
13. Listens during explanation by teacher.
14. Appears not to listen during explanation by teacher.
15. Observes but does not participate.
16. Exhibits enjoyment.
17. Other.

Table 3

Listing of the Taxonomy of Behaviours for Each Grade by Rank Order of Number of Occurrences

| Grade 1 | | Grade 3 | |
|---|---|---|---|
| Behaviour Number | Number of Occurrences | Behaviour Number | Number of Occurrences |
| 13 | 348 | 13 | 269 |
| 16 | 294 | 16 | 140 |
| 3 | 212 | 3 | 132 |
| 2 | 150 | 17 | 72 |
| 17 | 74 | 7 | 41 |
| 8 | 40 | 8 | 37 |
| 12 | 36 | 2 | 29 |
| 7 | 16 | 4 | 22 |
| 14 | 15 | 10 | 19 |
| 4 | 10 | 6 | 18 |
| 5 | 10 | 14 | 12 |
| 6 | 10 | 5 | 9 |
| 11 | 10 | 12 | 5 |
| 10 | 3 | 1 | 0 |
| 15 | 2 | 9 | 0 |
| 1 | 0 | 11 | 0 |
| 9 | 0 | 15 | 0 |
| Total | 1230 | Total | 805 |

Key:

1. Selects song for class to sing.
2. Moves/claps while listening to accompaniment.
3. Sings with class.
4. Offers to play instruments.
5. Examines and manipulates instruments.
6. Accompanies song/record with instruments.
7. Combines music and visual aids.
8. Demonstrates skill repetition.
9. Selects record to be played for class.
10. Contributes words for "new" song.
11. Participates in echo clapping.
12. Moves to music.
13. Listens during explanation by teacher.
14. Appears not to listen during explanation by teacher.
15. Observes but does not participate.
16. Exhibits enjoyment.
17. Other.

instruments of only one tone colour, or type (for example, all wood, all metal, or all drums), introduces the children to the characteristic sound, or tone colour, of those instruments. Thus, the young child is able to distinguish or identify the tone colour of its characteristic sound. In this study the term characteristic behaviour attempts to indicate behaviour which distinguished one student from another student.

## AMY

Amy, a girl of 6 years, 10 months, had two traits which might be cited as characteristics which would serve to identify her. Throughout the eight stimulated recall interviews and on the VTR, this student appeared to fidget most of the time. During Amy's periods of restlessness she would scratch the various parts of her body. When she was not scratching she usually sat with her hands folded, either in her lap or on her desk.

During the early part of the first stimulated recall interview, Amy, in conversation with the researcher, stated:

> Unit 1, (p. 205, Appendix K)
> Amy I have an itchy back. See, I told you I was always itchy.

As stated above, Amy, throughout her music classes appeared to spend a great deal of time scratching her back, her head, her arm, her thigh, and so forth. During this overt behaviour the interviewer did not get the impression that Amy was being inattentive, in fact, she seemed to be a most attentive child to instructions given by the teacher and to the musical activities in the classroom.

## BRIAN

This grade one student appeared to be an extremely well-behaved boy. He was always most anxious to participate and become involved in the musical activities suggested by the teacher, and he seemed to become annoyed with the students who were not prepared to pay attention to the teacher.

Brian was a most attentive student in class and during the stimulated recall interviews his behaviour indicated he wanted to please the interviewer by agreeing with most of her statements.

A characteristic which served to distinguish Brian throughout the stimulated recall interviews was his haste in answering questions with the phrase, "I don't know." This was evidenced in all of the stimulated recall interviews and especially at the beginning of the first unit.

Unit 1, (p. 218, Appendix K)

Res. What are you thinking right there?

Brian I don't know.

Res. What were you thinking when the teacher was talking and asking you to sing?

Brian I don't know.

Res. What are you thinking now?

Brian I don't know.

Brian was always prepared to raise his hand and answer a question posed by the teacher, however, he stated he did not always know the answer to the question.

The general overt behaviour of this student indicated his enjoyment in the music class and his desire to participate and be involved.

## CLARA

Clara, a grade one student, appeared to be attentive throughout the stimulated recall interviews. The characteristic behaviour used to distinguish Clara is physical in that she very often sat on her feet or sat forward on her chair in anticipation of a question from the teacher. When a question was asked and Clara felt she knew the answer she would sometimes raise her hand and stand beside her chair to catch the attention of the teacher.

Unit 5, (p. 236, Appendix K)
Res. Now you have your hand up, and you're standing up, why?

Clara Because I wanted to play the instruments.

## DONALD

Donald appeared to be extremely active, thus, he moved around in his seat during instruction being given by the teacher. During these periods of restlessness he frequently sought the attention of other students by acting up.

Unit 3, (p. 250, Appendix K)
Res. Oh yes, Flora said she would bring her book sometime. You're looking at Flora now, what are you thinking?

Donald I was doing my fish act.

Res. You were thinking about a fish? You should be thinking about music, shouldn't you?

Donald I think I can make my mouth go like a fish.

Unit 8, (p. 259, Appendix K)
Res. What are you doing with your mouth?

Donald Mrs. _____ is singing and I'm pretending to be singing.

Res. Do you do things like that very often?

Donald No.

Res. Why did you do that?

Donald Because I'm the weirdo in the class!

Res. Are you really?

Donald Not the weirdo but the funniest.

Res. Were you trying to make the others in the class laugh?

Donald They like it. People say it's showing off but I don't do it to people who don't like it.

Res. Who were you doing it to that time?

Donald Eric, he likes it. He's another "funny" in the class.

Res. So, you like to be funny and you like the other members of your class to like you being funny?

Donald Yes, if I was at a government meeting I'd still act funny.

In addition to this characteristic of apparent restlessness, Donald freely admitted to being bored during music class.

Unit 1, (p. 243, Appendix K)
Res. Why have you got your hand up there?

Donald I was going to say if it was sol or mi.

Res. You just yawned, are you tired?

Donald I'm just bored.

Res. Do you get bored very often?

Donald Oh yes, when my hand is up and I don't get to answer the questions.

Unit 2, (p. 244, Appendix K)
Res. No, not most of the time. What's happening now?

Donald She's going to ask us to do sol, la, and mi.

Res. Do you like doing that?

Donald It's sort of boring.

Donald was a boy who was constantly seeking attention. When he felt he did not receive it he became restless and reached out for it by talking, moving, making faces, attempting to show off for his peers, or becoming preoccupied with other things.

ERIC

The characteristic which seemed to distinguish Eric from the other target students was the fact that he appeared to be a model student. He was always attentive, never disruptive, anxious to participate and be involved, and always demonstrated a keen interest in the music. This impression on the part of the investigator was reinforced by the music specialist who stated Eric was a pleasure to teach, well-behaved, well-mannered, and was never a problem in class.

FLORA

Flora appeared to be an attentive child during music class. Characteristics which served to identify her were biting her nails, playing with her hair, and puffing out her cheeks while listening to instructions being given by the teacher.

What kinds of student overt behaviour occur during music education instruction?

AMY

Amy, a grade one student, appeared to be extremely interested in her music classes. Her overt behaviour indicated a keen interest in the musical activities requested by the teacher. She listened most attentively to the instructions and participated in the singing games, action songs, and the playing of the rhythm instruments. Amy repeatedly spoke of her love of singing songs and playing instruments. She displayed pleasure when participating in singing, playing, and moving and this supported her expectations, stated in Section One, of these particular activities. In fact, an overt behaviour which must be mentioned is that Amy often appeared anxious to play the rhythm instruments. This behaviour was very much in evidence throughout the stimulated recall interviews, for example:

Unit 1, (p. 205, Appendix K)

Res. Why have you put up your hand?

Amy To play an instrument.

Res. Do you like playing instruments?

Amy Yes.

Res. Why do you like to play the instruments?

Amy They're fun.

(P. 206, Appendix K)

Res. Why have you put up your hand?

Amy To play the instrument.

Res. Is it fun?

Amy Yes. I like playing the instruments.

Unit 5, (p. 215, Appendix K)
Res. Now you have your hand up again, why?

Amy Because I wanted to play an instrument.

As had been stated earlier, Amy seemed to be either itching or sitting with her hands folded. When the investigator questioned Amy as to why she sat with her hands folded, her reply was as follows:

Unit 2, (p. 207, Appendix K)
Res. Do you always sit like that with your hands folded?

Amy Yes.

Res. Why is that?

Amy Because if I'm singing or doing something I don't fool around.

Thus, according to Amy, when she sat with folded hands she was listening intently or participating in a particular activity.

Other overt behaviours carried out by Amy were activities often required or suggested by the teacher during the singing games and action songs. For example, clapping the beat, jogging, marching, clicking her tongue, reading the time names from work sheets, pretending to play the rhythm instruments, and so forth.

Frequently during the stimulated recall interviews Amy would respond by saying, "I don't know," as indicated in the following excerpts:

Unit 2, (p. 209, Appendix K)
Res. Good. What are you doing now? What are you thinking?

Amy I don't know.

(p. 209, Appendix K)
Res. Do you ever think about anything, about the music?

Amy Yes.

Res. You tell me about it.

Amy All kinds of stuff.

Res. All kinds of stuff. Like what?

Amy I don't know.

Unit 3, (p. 210, Appendix K)
Res. You're looking around, why?

Amy I don't know.

(p. 210, Appendix K)
Res. Do you ever think about music any other time?

Amy Sometimes.

Res. When?

Amy In my other classes, and when I was home.

Res. What did you think about it?

Amy I don't know.

(p. 211, Appendix K)
Res. It told you to clap. What did it say? Clap, clap, clap, is that what it said?

Amy No.

Res. What did it say?

Amy I forget.

Unit 4, (p. 213, Appendix K)
Res. You'd rather sing, why?

Amy I don't know.

The frequent responses by Amy, "I don't know," seemed to indicate that she had a short attention span. During the stimulated recall interviews she seemed to grasp the materials presented in class but when

she had to recall them to memory she often did not do very well.

Amy's overt behaviours appeared to indicate that she was interested in music. She was attentive most of the time and she was always ready to raise her hand to answer a question or to play an instrument. Although she seemed to lose her attention frequently, it was only momentarily, and her attempt to force herself to be attentive resulted in the folding of her hands and placing them in her lap or on her desk.

## BRIAN

Brian's overt behaviours indicated an enjoyment in his music classes. This was displayed at the beginning of the first stimulated recall interview when Brian gave a positive reply to the question by the researcher, "Do you like music?" However, this student tended to like everything as evidenced by the following excerpts from the stimulated recall interviews.

Unit 3, (p. 225, Appendix K)
Res. Now you're moving to the music.

Brian We're <u>marching</u>.

Res. Do you like that?

Brian I told you that already, I like doing everything.

Unit 4, (p. 226, Appendix K)
Res. Would you rather sing songs?

Brian I like doing everything that Mrs. _____ asks me to do.

(p. 227, Appendix K)
Res. Did you like your lesson?

Brian Yes.

Res. Would you rather do more singing and play instruments?

Brian I like all my music lessons.

Unit 6, (p. 230, Appendix K)
Res. Do you like helping out the teacher?

Brian Sometimes and sometimes I don't.

Res. You don't like it sometimes? Why don't you like to give them (work sheets) out sometimes?

Brian I don't know.

Res. You don't like giving them out sometimes, is there anything else you don't like doing in music?

Brian No.

Res. You told me you liked everything about music and now I find something you don't like.

Brian I like everything about singing.

Res. But the song sheets are about singing, you have the time patterns on the sheets and you have to sing the patterns.

Brian But giving out the papers is not singing, I like singing.

Unit 7, (p. 231, Appendix K)
Res. Do you like playing a game better than singing, listening to a record, etc.?

Brian I like everything, I told you that last time. You always ask that question.

This trait of Brian's in indicating that he liked everything gave the researcher the impression that he was attempting to please her.

Brian's overt behaviours, as with Amy, tended to be linked to the activities of the music class and were usually requested by the teacher. He responded to the music by jogging like a pony; clapped the beat to the music; distributed the work sheets; marched to the music;

played various rhythm instruments; and participated in the action songs and games.

This student seemed to enjoy singing, playing, and moving primarily. He always participated in the singing of the songs, appeared most anxious to play the rhythm instruments, and always became involved in moving to the music by clapping the beat or by some other movement requested by the teacher.

Brian was basically a very attentive child. However, sometimes a brief overt behaviour indicated his attention wandered from the music class. For example, he noticed an object on another student's desk, picked it up, and started talking to the little girl who owned the object. This inattentive behaviour did not last very long and Brian generally avoided talking to others even when they tried to distract him.

CLARA

Clara's overt behaviours indicated her enjoyment in singing and playing rhythm instruments.

Unit 4, (p. 235, Appendix K)

Res. Do you like playing that kind of game in music?

Clara Yes.

Res. Would you rather sing?

Clara I like to do both of it.

Res. If you had to choose a game or sing, which would you rather do?

Clara Sing.

Res. Why would you rather sing?

Clara I don't know, I guess it's because I like music.

Res. What do you like best about music?

Clara Learning songs and playing instruments.

Unit 6, (p. 237, Appendix K)
Res. Which would you prefer to do? Work with work sheets, play records, watch a film strip, play instruments, or sing?

Clara Sing.

Res. If Mrs. _____ said there was to be no more music, would this make you happy?

Clara No.

Res. Why?

Clara Because I like music.

Clara displayed an interest in her music by being attentive to the teacher and by being prepared to participate and become involved. She was always prepared to answer questions pertaining to the fundamentals of music and expressed an understanding in this particular aspect of the music class.

DONALD

Donald seemed to enjoy singing and, in particular, the playing of rhythm and melodic instruments.

Unit 1, (p. 241, Appendix K)
Res. You put your hand up, why?

Donald Because I wanted to play the wood block.

(p. 243, Appendix K)
Res. What do you like doing best of all in music?

Donald Playing instruments.

Unit 2, (p. 244, Appendix K)
Res. What would you rather do?

Donald Play instruments.

Res. What kind of instruments?

Donald The instruments at the front of the room.

(p. 244, Appendix K)
Res. You've got your hand up, why?

Donald I want to play the instruments.

Res. You really like that, don't you?

Donald Yes.

Unit 4, (p. 251, Appendix K)
Res. Do you like listening to music?

Donald Sometimes, when it's rock--YEAH!

Res. You like rock music?

Donald Yeah, I have a whole bunch of records at home, about this tall, about a foot tall.

Res. Do you like rock music better than the "Golliwog's Cake Walk?"

Donald You bet!

Res. What do you like better about it?

Donald It always has drum solos or guitar solos and keyboard solos.

Res. Is that the kind of music you like best of all?

Donald Yes.

Res. You never told me that before. Would you rather listen to music or sing songs?

Donald I enjoy both but mostly singing. My favourite thing is to get up and play the instruments.

Res. Which instruments do you like playing?

Donald My favourite is the metallophone, and the other one is the alto xylophone. I also like the plain little old glockenspiel, the wood block, the maracas, and the tambourine.

Res. You like the instruments?

Donald Yes, especially the metallophone and the glocken_____.

Res. Glockenspiel, it is a German word.

Donald Gee, the Russians and Germans, they sure make up a lot of instruments. Mexico made up the maracas.

Unit 7, (p. 258, Appendix K)
Res. Do you like music?

Donald Yes.

Res. Why?

Donald Sometimes you get to play instruments, you get to sing nice songs, and we sometimes get to hear Mrs. _____ play some instruments.

Res. She plays a lot of them, doesn't she?

Donald Yes.

Donald appeared to be involved with the music lesson in that he frequently raised his hand to answer questions by the teacher or to offer to play the instruments. His attention wandered during class and during these periods, often very brief, Donald rubbed his knee, talked to other students, paid attention to the VTR, and was easily distracted by other students.

Donald appeared to be an extremely bright child who stated he was bored, at times, with music class. He demonstrated an interest in music and appeared very anxious to begin formal piano instruction. The

researcher got the impression that Donald was really underchallenged in music and wanted to be more involved than was possible at times. For example, with a limited number of instruments, it was not possible for Donald to play each and every time, since other students had to be given the opportunity to participate. When Donald was not actually involved he seemed to be a little disruptive in class and his attention often wandered.

ERIC

Eric's overt behaviours reflected his interest in music. He was always attentive and, by raising his hand, was prepared to answer the questions asked by the teacher. He was studying trumpet privately and expressed great interest and pleasure when the teacher presented a film strip and record covering the woodwind family of instruments.

Unit 5, (p. 262, Appendix K)

| | |
|---|---|
| Res. | Your lesson was different today, what did you do? |
| Eric | We listened to a record which we don't do every day. |
| Res. | And you watched a film strip. |
| Eric | Right! |
| Res. | I wonder what's in Eric's mind when he is going around the top of his desk like that? |
| Eric | I wasn't thinking anything in particular. |
| Res. | Did you like that kind of music lesson? |
| Eric | Yes. |
| Res. | Did you like it as well as singing? |
| Eric | Yes. |
| Res. | Did you like it better than singing? |
| Eric | Yes. |

Res. Why?

Eric Because nearly every day when we go into music all we do is sing. Last week we had the first part of the film strip, this week we had a part, and next week we're going to have another part.

Res. Did you learn anything this morning?

Eric Yes.

Res. What did you learn?

Eric We learned about the single reed instruments and the double reed instruments, and we learned about the biggest and the smallest instruments. We also learned the names of the instruments.

Res. The names of the different instruments.

Eric I never heard the name of a bass clarinet before.

Eric's other overt behaviours were demonstrated in the areas of singing and reading. He participated in all of the musical activities but stated he enjoyed singing folk songs and learning to read the time names from the books and work sheets. His behaviours were related to music and to what was going on in class.

## FLORA

Flora displayed overt behaviour throughout the stimulated recall interviews which was relevant to the music class. She appeared anxious to participate and become involved as was evidenced by her readiness to raise her hand to answer a question by the teacher or to offer to play an instrument. She seemed to enjoy all of the music activities presented and was particularly pleased to be invited to play the piano for the class.

Unit 8, (p. 280, Appendix K)
Res. Did you like playing the piano for your class?

Flora Yes, I always do.

Flora was extremely attentive to instructions given by the teacher and was not distracted by students who tended to talk to her or act up in her presence.

How often does this behaviour occur?

Tables 4 and 5 list the five most used and the five least used behaviours with the number of occurrences shown in parenthesis.

The results obtained from the Music Education Observation Form indicated that the five most used behaviours utilized by the grade one students were identical. All subjects scored highest on the behaviour showing they were attentive to explanations when given by the teacher. All students exhibited enjoyment in music and participated in the singing and moving to music. Behaviour number 17 revealed students, often while being attentive, played with a ring, hair, rubbed a knee, scratched an arm, and other similar conduct.

The five least used behaviours, while not identical, did share some similarities. All target students did not participate in the selection of songs to sing or records for listening purposes. Behaviour number 6 appeared towards the low end of the scale for all students but the researcher felt that this was due to a limited number of instruments being available for student participation.

The five most used behaviours were identical for the target students in grade three and the number of occurrences were very similar for all students in each behaviour except for Donald in behaviour number

Table 4

Listing of Five Most Used and Five Least Used Behaviours

Grade 1

| Subject | | Amy | Brian | Clara |
|---|---|---|---|---|
| Most Used Behaviours | | 13 (104) | 13 (120) | 13 (124) |
| | | 16 ( 94) | 16 ( 97) | 16 (103) |
| | | 3 ( 71) | 3 ( 70) | 3 ( 71) |
| | | 2 ( 55) | 2 ( 51) | 2 ( 46) |
| | | 17 ( 24) | 17 ( 29) | 17 ( 21) |
| Least Used Behaviours | | 1 (0) | 6 (2) | 15 (2) |
| | | 9 (0) | 1 (0) | 1 (0) |
| | | 10 (0) | 4 (0) | 5 (0) |
| | | 11 (0) | 9 (0) | 8 (0) |
| | | 15 (0) | 15 (0) | 9 (0) |

Table 5

Listing of Five Most Used and Five Least Used Behaviours

Grade 3

| Subject | | Donald | Eric | Flora |
|---|---|---|---|---|
| Most Used Behaviours | | 13 (90) | 13 (87) | 13 (92) |
| | | 16 (48) | 3 (47) | 16 (46) |
| | | 3 (44) | 16 (46) | 3 (41) |
| | | 17 (38) | 17 (19) | 17 (15) |
| | | 7 (14) | 7 (14) | 7 (13) |
| Least Used Behaviours | | 12 (2) | 14 (1) | 12 (1) |
| | | 1 (0) | 1 (0) | 1 (0) |
| | | 9 (0) | 9 (0) | 9 (0) |
| | | 11 (0) | 11 (0) | 11 (0) |
| | | 15 (0) | 15 (0) | 15 (0) |

17. This student enjoyed being the weirdo in the class and often made faces during music class. This behaviour was reflected in behaviour number 17, thus, the researcher felt this was the reason for the large number of occurrences in this category.

The five least used behaviours were similar for all of the grade three students. The behaviours, as reflected on the Music Education Observation Form, indicated that these students did not participate in moving to music, to selecting songs for the class to sing, or choosing records for use in the listening class.

Does a relationship exist among the various student overt behaviours?

The overt behaviours among the grade one students were identical as were the overt behaviours of the grade three students. The grade one and the grade three student behaviours were similar. Responding or moving to music was more apparent in the younger students while the grade three students combined music and visual aids to a greater extent than the grade one students. This latter behaviour demonstrated the fact that grade three students were more often involved with learning the time names and rhythm patterns from the blackboard, work sheets, and music books.

The researcher feels that a relationship did exist among the various student overt behaviours in that the target students, without exception, exhibited enjoyment in the music class, were attentive during explanations by the teacher, and always participated in the act of singing.

## SUMMARY OF STUDENT OVERT BEHAVIOURS

The behaviours exhibited by students during music class tended to be related to the musical activities of the class. All students appeared to be attentive and most anxious to participate and become involved. If their attention wandered from the class it was only for a brief period of time. The grade one students were more responsive in moving to music and the grade three students indicated more involvement in the reading of music. All students displayed enjoyment in the music class.

## SECTION THREE

In this section the researcher deals with the following research questions:

What are the characteristics of a student's covert mental activity during a music education class?

What is the relationship of the covert mental activity to the overt behaviour?

What are the characteristics of a student's covert mental activity which pertain to self-performance?

How often does this covert mental activity occur?

### What are the characteristics of a student's covert mental activity during a music education class?

#### AMY

The stimulated recall interviews revealed that Amy's covert mental activity was usually concerned with what was going on at that

particular moment in class.

Unit 1, (p. 205, Appendix K)

Res. What were you thinking right there?

Amy Of singing.

Res. What were you thinking about singing?

Amy Of the songs.

Res. What kind of songs?

Amy The songs we were singing in class.

Unit 3, (p. 210, Appendix K)

Res. What are you thinking about right now?

Amy About singing.

Res. What songs do you like to sing?

Amy If it's Valentine's Day I like singing Valentine's songs and stuff like that.

Res. Anything else?

Amy No.

Res. Do you ever have any other thoughts in your mind?

Amy No.

Res. You always think about music?

Amy Yes.

Unit 7, (p. 216, Appendix K)

Res. Here we are, at the beginning of the class, what are you thinking?

Amy I'm thinking about music.

Res. What were you thinking about music?

Amy I was listening to Mrs. _____, what she told us to do!

Res. During your music class did you think of anything else?

Amy No.

Unit 8, (p. 217, Appendix K)
Res. There you are in your music lesson with your hands folded, what are you thinking about?

Amy I was listening.

Res. Do you ever think about other things in music?

Amy No, when somebody says something if it is important I listen and if it is not important I still listen.

Amy demonstrated her interest in music class and it seemed that her private thoughts were usually on participating and becoming involved as requested by the teacher.

BRIAN

Brian gave the impression of being a well-behaved student. During the early stimulated recall interviews, when the researcher inquired about his covert mental activity, he indicated either he didn't know or he was thinking about nothing. As the interviews progressed Brian stated his thoughts were of the music lesson.

Unit 1, (p. 219, Appendix K)
Res. What are you thinking about there?

Brian The song.

Unit 6, (p. 230, Appendix K)
Res. Just look at yourself, you look so thoughtful, what are you thinking?

Brian I'm just listening.

(p. 230, Appendix K)

Res. Were you thinking about anything today other than music?

Brian No.

Res. You were thinking about music all the time?

Brian I was thinking about what we were doing in music.

Unit 8, (p. 233, Appendix K)

Res. Is there anything you want to tell me about your class today?

Brian No.

Res. Were you thinking about anything else other than music?

Brian No, all I think about is what we're doing.

According to Brian's stimulated recall interviews his covert mental activities consisted of thinking about the song the class was singing, the instruments they were to play, and listening to instructions being given by the teacher. Thus, his covert mental activities were usually upon his music class.

## CLARA

In the stimulated recall interviews conducted by the researcher Clara indicated her private thoughts were usually upon the music class. However, she did state she sometimes thought of nothing, of playing her piano at home, or of what she was going to do after school.

Unit 4, (p. 234, Appendix K)

Res. Do you ever think about anything else when you're in your music class?

Clara Sometimes I think about playing.

Res. Playing outdoors or on the instruments?

Clara We got a piano at home and sometimes I think about playing on that.

Res. What are you thinking right now, just before you get the rhythm?

Clara I'm trying to remember what it is.

Unit 6, (p. 237, Appendix K)
Res. What were you thinking about when you gave out the work sheets?

Clara Nothing.

Res. Do you ever think about anything in music other than music?

Clara I sometimes think about what I'm going to do.

Res. So you don't always think about music?

Clara No.

Unit 7, (p. 239, Appendix K)
Res. What were you thinking about while playing the drum?

Clara Just about playing the beat.

Unit 8, (p. 240, Appendix K)
Res. In your class today did you think about music all the time?

Clara Yes.

Res. Do you ever think about anything else?

Clara Yes, sometimes.

Res. What sorts of things?

Clara Sometimes I think about what I'm going to do after school.

DONALD

The investigator got the impression that Donald had a very active mind which hardly ever stopped wandering during music class. His covert mental activity depended a great deal on the amount of interest he had in the particular musical activity being explored by the teacher. When he was interested in an activity, he appeared to think about what was happening, and he attempted to answer questions and become involved. However, on several occasions Donald demonstrated he was not interested in the class activities and during these moments he tended to think of his new home, to the coming birth of a sibling, and about other events not connected with music class.

Unit 1, (p. 242, Appendix K)

Res. Oh, that's why you did that. When you're in music class do you sometimes think of other things?

Donald Sometimes.

Res. What kinds of things?

Donald What I'm going to be when I grow up because today we were singing a song called cha, cha, cha which says, "when I grow up I'm going to be a musician" and when it said, "when I grow up," then I thought of being something else.

Res. Like what?

Donald An archeologist.

(p. 242, Appendix K)

Res. What are you thinking right now? What's on your mind right now?

Donald I was looking at the camera. I was wondering about if that big part lens is taping or is it that measley little dot?

Unit 2, (p. 245, Appendix K)
Res. What are you thinking about?

Donald About the field trip we are going to have tomorrow.

(p. 246, Appendix K)
Res. Were you thinking about anything else?

Donald Oh yes, about piano lessons because I can only play two pieces.

Unit 3, (p. 248, Appendix K)
Res. Are you thinking about music now or about your knee?

Donald My knee.

Res. What are you thinking about your knee?

Donald Ouch!

Res. Oh, it hurts does it?

Donald Yes. We're moving into our new house.

Res. Where is your new house?

Donald Daddy built it, it is in _____, and now my mother is pregnant.

Res. You're going to have a new brother or sister?

Donald It is more likely to be a sister because I already have a brother, we are the only two children in the family.

Unit 7, (p. 258, Appendix K)
Res. Did you have any thoughts, other than music, in your class this morning?

Donald I was thinking about when we get our stero hitched up.

ERIC

When questioned about his covert mental activity during music class Eric informed the researcher that he always thought about the music instruction. He seemed to be very attentive, always listened to the teacher, and was prepared to answer her questions. Eric indicated he particularly enjoyed watching the film strips and seemed to receive satisfaction from the material contained in them. He studied trumpet privately and the film strips presented material dealing with the instruments of the orchestra.

Unit 3, (p. 261, Appendix K)
Res. Were you thinking about music all the time or did you think about something else?

Eric Well, sometimes I think about music before I go to bed. Sometimes I think about having to practice.

Res. But during your music classes in school do you ever think about anything else?

Eric No, not really.

Unit 5, (p. 262, Appendix K)
Res. I wonder what's in Eric's mind when he is going around the top of his desk like that?

Eric I wasn't thinking anything in particular.

Unit 6, (p. 264, Appendix K)
Res. Do you ever think about other things during your music class?

Eric No, not really.

Res. Do you think about music all the time?

Eric Yes.

Unit 8, (p. 267, Appendix K)
Res. Did you have anything on your mind other than music?

Eric No, not really.

(p. 268, Appendix K)
Res. Flora is playing the piano. What were you thinking while she was playing.

Eric I was thinking about the music because Mrs. _____ said to pay attention.

FLORA

Flora appeared to be an attentive student who was always prepared to become involved and expressed a desire to participate in the musical activities of the class. Flora was studying piano privately and was always pleased when asked to perform for her classmates. On a couple of occasions Flora's covert mental activities were upon situations at home. She indicated that she had been thinking about her cat which had been involved in a motor car accident. At another point in the stimulated recall interview she stated she had been thinking about her grandmother who lived in another community and who was near death.

Unit 1, (p. 268, Appendix K)
Res. What were some of the things you were thinking when you had your music class this morning?

Flora In my music class? About my pussy cat.

Res. What about your pussy cat?

Flora Well, one morning when I was just walking along the road, my cat was just running across the road and this man ran over my cat. He didn't do it by accident, my cat ran into the street too fast and he got his tongue squat.

Res. Did he die?

Flora Yes, but we might be getting a baby kitten.

Res. That was in your mind this morning, why do you think it was on your mind?

Flora I wasn't really thinking about it that much, I was watching the music on the blackboard.

(p. 269, Appendix K)

Res. You're shaking your head, what were you thinking about at that point?

Flora Like she asked if we were ready and I SHAKED my head.

(p. 269, Appendix K)

Res. What are you thinking now, you are looking around?

Flora See that guy right there who is moving right now, and Bobby is in my way so that is why I had to move.

Res. When you're playing your instruments do you sing or just play the instrument?

Flora I sing with it.

Res. What are you doing now?

Flora I'm looking at the music and he was moving around and he was in my way.

Res. What are you thinking now?

Flora I was listening to the teacher.

Unit 3, (p. 270, Appendix K)

Res. Have you anything on your mind right there?

Flora Yes.

Res. You seem to be looking at me.

Flora I was thinking about my Nanny.

Res. Your Nanny, the one who is so sick? What were you thinking about her?

Flora I was thinking about the flowers we gave her.

Unit 5, (p. 275, Appendix K)

Res. You're looking very thoughtful and looking straight into the camera. What were you thinking?

Flora Nothing. I was just looking at the camera.

Res. Were you thinking about music?

Flora Yes.

Res. What were you thinking about?

Flora About singing.

(p. 275, Appendix K)

Res. Were you thinking about anything in music this morning?

Flora No.

Res. Music was on your mind the whole time?

Flora Yes.

<u>What is the relationship of the covert mental activity to the overt behaviour</u>?

AMY

Amy's covert mental activity seemed to support her overt behaviour during the stimulated recall interviews. When asked what she was thinking, this student usually indicated it was the musical activity requested by the teacher at that particular moment. Her overt behaviour showed a relationship to her covert mental activity in that sometimes, during the singing of a song, she clapped her hands or thighs. When asked why she carried out this activity she stated she was thinking about the song and was using the various parts of her body to keep the steady beat.

Several times during the stimulated recall interviews Amy raised her hand while the teacher was explaining some aspect of music. When asked why she raised her hand, she indicated that while she was listening and thinking about what the teacher was saying, she anticipated that some members of the class would have the opportunity to play the rhythm instruments. Thus, she raised her hand to indicate she wanted to play an instrument.

Unit 1, (p. 205, Appendix K)

Res. Why have you put up your hand?

Amy To play an instrument.

Res. Do you like playing the instruments?

Amy Yes.

Res. Why do you like playing the instruments?

Amy They are fun.

Amy appeared to be a very attentive student and there seemed to be a real relationship of her covert mental activity to her overt behaviour.

## BRIAN

A definite relationship existed between Brian's covert mental activity to his overt behaviour. When the teacher asked a question, Brian, thinking privately about it, raised his hand, an overt behaviour, if he knew the answer. Conversely, if he did not know the answer he did not raise his hand. If asked to clap the beat he responded by clapping his hands. At another point, in one of the stimulated recall interviews, the researcher noted Brian was turning his work sheet around. When the student was questioned as to why he was doing this action he

indicated the teacher had directed the class to go to page two, and page two was on the bottom. Thus, his covert mental activity caused him to react overtly by turning the paper around.

Unit 2, (p. 220, Appendix K)
Res. Can you tell me why you put up your hand?

Brian Because the teacher asked us something.

Res. Did you know the answer?

Brian Yes.

(p. 221, Appendix K)
Res. Why are you clapping right now?

Brian I'm clapping the beat.

Res. You're clapping the beat, who asked you to clap?

Brian Mrs. _____.

Unit 3, (p. 224, Appendix K)
Res. Mrs. _____ asked a question and you didn't put up your hand, was that because you didn't know the answer?

Brian Yes.

Res. Do you know the answer sometimes and not put up your hand?

Brian I always put up my hand if I know the answer.

Res. Why did you turn your paper around?

Brian Because you had to.

Res. Why?

Brian Because you had to go to page two and page two was on the bottom.

(p. 225, Appendix K)
Res. Mrs. _____ asked a question then but you didn't put up your hand.

Brian No, because I didn't know the answer.

Unit 8, (p. 232, Appendix K)
Res. You're snapping your fingers now, why?

Brian To keep the beat.

Res. Who asked you to do that?

Brian Mrs. _____.

Res. You always do what Mrs. _____ asks you to do?

Brian Yes, sir!

Res. Why?

Brian Because if not I might be put in a corner or something.

Res. You don't like that?

Brian No.

CLARA

There appeared to be a relationship of Clara's covert mental activity to her overt behaviour. She raised her hand to indicate she was prepared to answer questions asked by the teacher or to signify she wished to become involved in the class activities.

Unit 5, (p. 236, Appendix K)
Res. Now you have your hand up, and you're standing up, why?

Clara Because I wanted to play the instruments.

Unit 6, (p. 238, Appendix K)
Res. Now you have your hand up, is that to answer Mrs. _____ question?

Clara Yes.

Unit 8, (p. 240, Appendix K)
Res. Mrs. _____ asked a question and you have your hand up, did you know the answer?

Clara Yes.

Res. Do you like knowing the answer?

Clara Yes.

DONALD

Donald appeared to be more interested in the practical side of music such as playing instruments and was always prepared to raise his hand to offer to play an instrument. When Donald was not too interested in the music lesson there seemed to be a strong relationship between his covert mental activity and his overt behaviour. When there seemed to be a lack of interest in the lesson by Donald he occupied himself by seeking the attention of the other students.

Unit 1, (p. 241, Appendix K)
Res. You put your hand up, why?

Donald Because I wanted to play the wood block.

(p. 243, Appendix K)
Res. Why have you got your hand up there?

Donald I was going to say if it was sol or mi.

(p. 242, Appendix K)
Res. What are you doing now?

Donald Going like this, giving my funny laugh. Stop looking at me Renee.

Unit 2, (p. 244, Appendix K)
Res. You've got your hand up, why?

Donald I want to play the instruments.

Unit 3, (p. 250, Appendix K)
Res. You're looking at Flora, what's on your mind?

Donald I was wondering if she was going to play the piano today.

Res. Oh yes, Flora said she would bring her books sometime. You're looking at Flora now, what are you thinking?

Donald I was doing my fish act.

Res. You were thinking about a fish, you should be thinking about your music, shouldn't you?

Donald I think I can make my mouth go like a fish.

ERIC

Eric's covert mental activity appeared to be related to his overt behaviour. As stated in Section One, this student appeared to be extremely attentive during music class and was always prepared to participate and become involved with the many musical activities requested by the teacher. In unit seven Eric's covert mental activity wandered to a celebration in the church. However, this activity was directly related to music class in that the song being performed had a religious theme and it reminded him of church.

Unit 7, (p. 266, Appendix K)
Res. Did you think about anything, other than music, in your class this morning?

Eric No. Well, I did think about the celebration in church. I wouldn't want to drink wine, I would rather have a glass of Kool-Aid!

FLORA

Flora's covert mental activity was related to her overt behaviour in that she was a very attentive student, her actions indicating she was anxious and prepared to participate in the musical activities of her class.

Unit 1, (p. 269, Appendix K)
Res. You've got your hand up, why?

Flora To play the instrument.

Res. Do you like the instruments?

Flora Yes.

Unit 3, (p. 271, Appendix K)
Res. Why are you putting your hand up?

Flora Because she asked us a question.

Res. Do you always put your hand up if the teacher asks a question?

Flora Yes.

(p. 272, Appendix K)
Res. Now, you have your head down and your finger on your forehead, what are you thinking now?

Flora I'm thinking about the answer to Mrs. _____ question.

Unit 4, (p. 273, Appendix K)
Res. Mrs. _____ has just asked a question and you have your hand up, do you know the answer?

Flora Yes.

Res. Do you like it when you know the answer?

Flora Yes.

Res. Why?

Flora I don't know why.

Res. Do you try to know the answer to most of the questions?

Flora Yes.

Res. When Mrs. _____ askes you to play instruments do you like to play them? Do you put your hand up?

Flora Yes.

Res. What was in your mind at that point?

Flora I was thinking about the questions.

What are the characteristics of a student's covert mental activity which pertain to self-performance?

AMY

Amy appeared to be interested in the music class and when questioned as to what her private thoughts were, she most often replied that she was thinking of some aspect of music. She seemed to be extremely attentive and thinking about the task at hand. Thus, by being attentive, she was always prepared to participate in the class activities when requested to do so by the teacher.

BRIAN

Brian stated he was interested in all aspects of the music class, that he always listened to the teacher, and was anxious to participate and become involved in singing games and the playing of instruments.

CLARA

The characteristics of Clara's covert mental activity which pertained to her self-performance indicated she was generally attentive and always eager to participate and become involved in the musical activities requested by the teacher.

## DONALD

Donald appeared to be an extremely bright child and seemed to have a great deal of interest in certain music activities, mainly the playing of instruments. When he became involved with self-performance, he appeared to think about the questions asked and follow instructions. However, when self-performance occurred in attention seeking he simply played the clown.

Donald demonstrated a great deal of thinking but his thoughts frequently related to activities outside the classroom.

## ERIC

In regards to self-performance, Eric did well in class because he was extremely attentive. He concentrated upon what he was doing, and what he was asked to do by the teacher. During the stimulated recall interviews he indicated that most of his covert mental activity centred around the musical activities of the class. He demonstrated he understood what was being taught and he appeared to retain a major portion of the material.

Eric appeared to be a good student in class. He was very attentive, seemed intelligent, curious and interested. In fact, the teacher considered Eric an ideal student.

## FLORA

Flora was generally an attentive student and her covert mental activity during the stimulated recall interviews indicated her thoughts were mainly concerned with her self-performance in class. She seemed

anxious to participate and become involved in the musical activities. Her overt behaviour of raising her hand to the teacher's questions and explanations demonstrated her eagerness for self-performance.

How often does this covert mental activity occur?

According to the stimulated recall interviews, covert mental activity occurred constantly for the six target students. All students indicated that their thoughts were consistently upon the musical activities and concepts being developed in class. If their thoughts wandered momentarily they were often connected with events at home. For example, Donald indicated he had thought about the new house his father was building, the forthcoming birth of a sibling, and the possibility of taking piano lessons in the future. Flora stated she had briefly thought about her pussy cat and her Nanny who was very ill.

To generalize, it might be stated that the grade one students were extremely attentive and their covert mental activity was upon their music class. The grade three students, while thinking about music most of the time, tended to let their thoughts wander briefly from the music class to events connected with their home or situations outside the classroom.

## SUMMARY OF COVERT MENTAL ACTIVITY

According to the six target students, their thoughts were usually upon the activities of the music class. When the thoughts of the grade three students wandered very briefly, they indicated their thoughts were upon events at home. In the case of Donald, he stated his thoughts wandered when he became bored with his class and these

periods seemed to be when he offered to play an instrument or answer a question and was not asked to do so by the teacher. Donald appeared to be a very bright child and was anxious to participate in everything. Obviously, with a large class and a limited number of instruments, this was not always possible.

There seemed to be a relationship of the covert mental activity to the overt behaviour of the six target students. For example, when thinking about the beat they either clapped or snapped their fingers. When singing a song or playing instruments they responded with the appropriate behaviour.

The covert mental activities of the target students indicated their desire for self-performance. When asked a question or invited to participate in a musical activity, they all usually responded by raising their hand. Thus, while thinking about the situation, their behaviour indicated a desire to participate and become involved.

According to the stimulated recall interviews the students involved in the study all appeared to have thoughts about their music throughout their classes. Occasionally a couple of students had thoughts not connected with music but these periods did not last very l[redacted]or did not occur very often.

## SECTION FOUR

In this section, as in the previous sections, the investigator deals with each child separately in light of the research question. This section deals with the home visitation and the data was analyzed according to the following question:

What are the characteristics of a student's overt behaviour and covert mental activity during the playing/listening of music in his (her) home environment played by self, siblings, or parents on radio/stereo?

AMY

Amy's father was a professional engineer and her mother did not work outside the home. Her parents had not received formal instruction in music and were not actively involved in music.

The preference of radio music in this home was a local station dedicated to hard rock and the choice of records by the parents was country and western. Amy responded to the radio music by moving, while remaining seated, to the beat and joined in singing some of the words to the country and western records. She indicated she enjoyed the radio music and some of the records owned by her parents.

As a family they occasionally attended concerts with a country and western theme. They did not play or sing together and singing was not a part of the bedtime hour. The children were not encouraged to sing songs and create new words to the melody.

Amy and an older (2 years) sister shared a record player which was situated in their playroom. The two girls seemed to play well together and enjoyed their own selection of Disney records. Amy spent a great deal of time with her sister playing these records. She "acted out" many of the stories, often while dressing her doll, and she seemed to know the words to all the songs.

## BRIAN

Brian's father was occupied as a school teacher and his mother remained at home to look after her two boys. His parents had not received formal training in music; however, his mother was presently a member of a church choir.

Brian's parents enjoyed country and western music on the radio and owned a large selection of this type of music on records. When these records were being played, Brian indicated he often thought of playing games with his friends since he was not interested in this particular type of music. This family did participate in singing hymns together at home and Brian indicated he enjoyed participating in this activity. His overt behaviour was that of a well-behaved child, extremely attentive to his parents.

This family indicated they did attend country and western concerts but also enjoyed listening to organ music on the home and car radios. They did not play together as a family. The children did not sing at bedtime and they were not encouraged to create new words to a known melody.

The two boys in this family (Brian's brother was a year younger) had their own record player and a supply of Disney records. This equipment was housed in the family room and the boys spent many hours in this room listening to records and playing together. Brian enjoyed these records and indicated his thoughts were of the Disney stories on the records. His overt behaviour consisted mostly of moving his hands and head in time to the music.

## CLARA

Clara's father was an accountant and her mother was a secretary. Her parents had not received formal training in music; however, her father was self-taught on the guitar and her mother was involved in a church choir.

This family of four, in addition to Clara, included a boy of 4 years of age. They did not attend concerts but did listen to country and western music on the radio and on the stereo. Clara appeared to be attentive to the playing of records by her parents but indicated she really did not enjoy them and, in fact, was thinking about going to bed instead of listening to the records.

Clara's family did not play or sing together as a family but the mother did sing to the children at bedtime. The creative aspect of making up new words to a song was not encouraged.

Clara and her brother owned a record player and a large supply of Disney records. This equipment was housed in Clara's bedroom and she, not her brother, played the records. The music was very often Clara's choice and she seemed to take great pleasure in telling her brother the stories on the records or singing the songs to him.

## DONALD

Donald had a brother two years his senior and both boys were awaiting the birth of the third child. The father was a bank manager and the mother a part-time secretary. Both parents had studied piano privately, the father was presently a member of a church choir and the mother played the organ for Sunday school.

The preference of music for the parents was popular and Donald seemed to enjoy this type of music. He listened to it attentively and when asked what were his thoughts during the playing of his parents records he indicated he listened to the words and also the drum parts.

This family did not attend concerts but listened to popular music on the radio. They did not sing or play together but did participate in singing at bedtime. Creativity in singing was not encouraged.

Donald and his brother did not have their own record player but they were allowed to use the family stereo. Although they had a good supply of Disney records they preferred playing the records owned by their parents.

ERIC

Eric's father was an accountant who had studied trumpet privately and was presently a member of a church band. His mother did not work as she felt it important to be at home to look after her four children; there were two boys and a girl younger than Eric. His mother had not studied privately and was not actively involved in music.

This family did attend school and church concerts. The music preference of the family was primarily martial music, especially brass music, and there was an abundance of the latter type of music in the family collection of records. When his parents played their records Eric would often pretend to be marching or playing an instrument. He indicated his thoughts during these moments to be of playing his trumpet someday in school or in church. Eric was presently studying trumpet and he and his father were planning to play trumpet duets in the near

future. Singing is a part of the bedtime hour but the children are not encouraged to be creative in their singing activities.

The children in this family had their own record player and a good selection of Disney records. However, Eric was not too interested in the Disney music and did not want to listen to them when played by his siblings. He much preferred his parents' records and was allowed to use the family stereo and records. He did this quite often and usually played music performed by the brass instruments. This behaviour was probably due to the fact he was studying the trumpet privately, an activity he thoroughly enjoyed.

## FLORA

Flora's father was an engineer and her mother a nurse. Both worked and both were quite interested in the activities of their two children, Flora having a four year old brother. The father had not studied music formally but was self-taught on the guitar. Flora's mother had studied piano privately for approximately six years and was extremely interested in Flora's piano study.

This family had a record collection of musicals and light classicals. Flora seemed to enjoy the musicals but was not too interested in the classical records. She listened attentively to her parents' choice of records and stated she often thought about playing the piano during these moments. Her young brother had a collection of Disney records and Flora often enjoyed playing these records for him, telling him the stories or teaching him the songs contained on the discs. When Flora played music for herself she often listened to Disney or the musicals, for example, The Sound of Music.

Flora and her family did not attend concerts but did listen to light classical music on the radio. They did not play together but Flora and her mother did sing together occasionally.

## SUMMARY OF HOME VISITATION

The home visitations were conducted over a three week period when the stimulated recall interviews at the school had been completed. One visit was made to the home of each target student. All of the students were well-behaved in the presence of their parents and siblings.

All families had a stereo and a collection of records housed in the living room.

The parents of the target students considered music an important subject in the primary curriculum. They listened as a family to the radio and their record collections, and the music during these periods was usually chosen by the parents.

The grade one students had their own record players together with their own Disney records and they indicated they enjoyed their collection more than that of their parents. The grade three students had their own Disney records but stated they enjoyed playing the records from their parents' collection. This latter group of students also had the freedom of using the stereo and records housed in the living room. All of the grade one families enjoyed country and western music and the grade three families enjoyed popular, martial and light classical music.

Music was a part of the life of each family but the researcher got the impression that it was a passive rather than an active participation.

# Chapter V

## SUMMARY OF PURPOSES AND PROCEDURES, FINDINGS AND IMPLICATIONS, AND RECOMMENDATIONS

In this chapter a summary of the purposes and procedures of the study is presented followed by a discussion of the research questions originally posed in Chapter I. Implications for further research in this field, and recommendations, are then considered in the concluding section of the chapter.

### I. SUMMARY OF PURPOSES AND PROCEDURES

The major purpose of this study was to analyze not only the visible response of young children to music instruction in the classroom and in the informal setting of their home, but also to determine their basic inner attitudes toward music. To accomplish the above purpose, information was collected regarding the expectations and evaluations of music education by the target students through pre-lesson student interviews; classroom overt behaviours were observed through videotapes of classroom music lessons; student covert behaviours were obtained through stimulated recall interviews; and visits were made to the homes of the target students where interviews were conducted with the students, his (her) siblings, and parents.

In Chapter II present trends towards classroom observation, music education, and the use of the stimulated recall technique were reviewed.

Chapter III indicates the source of data and procedures. The research project was conducted in the natural setting of an urban primary school during music education instruction, and in the informal setting of the homes of the target students.

The study involved a total of six students, three from grade one and three from grade three. The target students were chosen by the music teacher in cooperation with the classroom teacher. The parents were requested to sign a form and return it to the researcher. This form granted permission to the investigator to involve the students in the research project and for the researcher to visit the home.

The researcher, in order to transcribe the VTR tapes for overt behaviour, used as her instrument the Music Education Observation Form. This form was a modified version of the Music Study Observation Instrument used by Shelley (1977), and contained seven categories: three statements for singing, three for playing, two for reading, one for listening, one for creating, two for moving, and four for general behaviour.

## II. SUMMARY OF FINDINGS AND IMPLICATIONS

The data obtained from observations, interviews, and the transcripts of the tapes were examined in terms of the target students' expectations and evaluation of music education and of the research questions of the study. These questions are:

1. What are the characteristics of a student's overt behaviour during a music education class?

   What kinds of student overt behaviour occur during music education instruction?

How often does this behaviour occur?

Does a relationship exist among the various student overt behaviours?

2. What are the characteristics of a student's covert mental activity during a music education class?

What is the relationship of the covert mental activity to the overt behaviour?

What are the characteristics of a student's covert mental activity which pertain to self-performance?

How often does this covert mental activity occur?

3. What are the characteristics of a student's overt behaviour and covert mental activity during the playing/listening of music in his (her) home environment played by self, siblings, or parents on radio/stereo?

The expectations and evaluation of music education by the target students as determined in the pre-lesson interviews, and all of the preceding questions are now considered separately in the light of the analysis of the data described in Chapter IV.

## Pre-lesson Interviews

Amy — This student indicated she thoroughly enjoyed and expected to participate in singing and playing in all of her music classes. Although she enjoyed moving to music, Amy did not expect this activity to be a part of every music lesson. This student indicated she least enjoyed creating and reading and did not expect the class to participate in these activities very often. Amy further stated she did not understand the fundamentals of music as expressed in the reading of music.

Brian — Brian indicated he enjoyed and expected to sing and play

instruments in all of his classes. He further stated he enjoyed listening and moving but did not expect these activities in every music class. His least expected activities were reading and creating. Brian did not appear to be too interested in reading and further stated he really did not understand the topic.

Clara — This student expressed enjoyment in singing and expected this to be a part of every music class. She also enjoyed playing the rhythm instruments and stated she expected them to be used in most of the lessons. Clara expressed no particular interest in reading and creating.

Donald — Donald expected all of the musical activities, except reading, to be presented in most of his music classes. He indicated his favourite activities were singing and the playing of instruments, and his least enjoyable topic to be reading.

Eric — This student indicated he expected to sing and play in his music classes. He further expressed enjoyment in reading and stated he understood all of the material that was presented in class. The activity Eric least enjoyed was creating.

Flora — Flora indicated she expected and enjoyed all musical activities except creating and moving. She studied piano privately and did not find reading difficult.

This study reveals that all students expected singing to be an important part of the music lesson and all of the students expressed

enjoyment in this particular activity. The choice of materials for grade one students seemed to be action songs, singing games, and seasonal songs. The grade three students indicated they preferred folk songs, space songs, and songs with foreign words.

The playing of instruments was also expected and thoroughly enjoyed by all of the target students. Differences in the kinds of instruments preferred by the two grades represented were discovered. Grade one students enjoyed the rhythm (percussion) instruments, whereas the grade three students tended to enjoy the melodic instruments.

There appeared to be differences between grade one and grade three students in the area of reading. The younger children had low expectations of this activity and indicated they did not enjoy it when asked by the teacher to participate in it. The older children stated they expected and enjoyed reading music. Of the six target students, three studied music privately; Clara (piano), Eric (trumpet), and Flora (piano). These students indicated they enjoyed reading because they understood what was expected of them. The grade one student studying privately did indicate she understood and enjoyed reading. Perhaps it might be advisable to emphasize this area of the music curriculum in music methods courses at the university level so that future teachers will be more adequately prepared to teach fundamentals to young children in the school system.

Listening was not expected or enjoyed by the grade one students. The grade three students expressed enjoyment in this activity, particularly when learning about the instruments of the orchestra. The students who studied music privately expressed delight with this topic and considered it a worthwhile learning activity.

The grade one and the grade three students did not expect to utilize creativity very often in their music class and they expressed very little enjoyment in this activity.

Differences in the activity of moving were discovered between the grade one and the grade three students. The former group interpreted moving as participation through action songs, singing games, and marching. The latter group indicated that moving to music was responding to a record by creating a dance or some other movement.

What are the characteristics of a student's overt behaviour during a music education class?

Amy — Although this student spent a great deal of time scratching various parts of her body she was attentive to her music class.

Brian — Brian appeared to be very attentive during instruction. He listened to questions by the teacher and seemed to always raise his hand in preparation to answer the questions. However, he indicated he did not always know the answer.

Clara — Clara's overt behaviours were of a physical nature in that she sometimes sat on her feet or forward on her chair. However, she was a most attentive student and always prepared to answer questions or become involved with the playing of instruments.

Donald — This student appeared to be restless during his music lesson and he stated that he often became bored during instruction. This overt behaviour was very much in evidence as Donald often attempted to seek the attention of the other students.

Eric Eric appeared to be a most attentive student. His overt behaviour indicated he was most anxious to participate in the music class and he showed his displeasure with his peers who attempted to be disruptive during instruction.

Flora This student's overt behaviours consisted of biting her nails, playing with her hair, and puffing out her cheeks. However, Flora was an attentive student and appeared anxious to participate in the music class.

The findings of the study indicate that the characteristics of the students' overt behaviour during music instruction were usually of a physical nature, folding hands, pulling own hair, sitting on feet, etc. However, this behaviour was not particularly disruptive as all of the target students, with the exception of Donald, were extremely attentive in class. Donald, who appeared to be disruptive, admitted being bored and this seemed to be caused by the fact that it was not always possible for him to play the instruments or answer the questions, although he was prepared to do so.

What kinds of student overt behaviour occur during music education instruction?

Amy The overt behaviour displayed by this student indicated she was attentive in class and interested in the musical activities of the lesson. She was always ready to raise her hand to answer questions or to offer to play the rhythm instruments. Other overt behaviours of this student were activities or actions required or suggested by the teacher. For example, clapping/tapping the beat, marching to the music, reading

rhythm patterns from work sheets, and so forth.

Brian — Brian's overt behaviour was connected to the activities of the music class. He listened to the explanations and requests of the teacher and reacted by clapping, marching, reading, etc.

Clara — This student appeared to be very attentive and her overt behaviour was related to the musical activities of the class. She responded to the teacher by raising her hand to answer questions or become involved by reading or playing the rhythm instruments.

Donald — Although Donald appeared to be interested in music by raising his hand to offer to play instruments or answer questions, his overt behaviour was sometimes disruptive to the class. This behaviour usually occurred when Donald could not be actively involved in the music lesson.

Eric — Eric was an extremely well-behaved student and his behaviour was always related to music and the activities that were going on in the lesson.

Flora — This student's overt behaviour was pertinent to the music class in that she was always prepared to participate and become involved with the lesson.

The findings of this study indicate that the overt behaviour of the target students was usually connected to the musical activities of the class. All students displayed an interest in music by being attentive and were always prepared to answer questions or become involved

with the playing of instruments. Donald's overt behaviour was sometimes disruptive in that he attempted to gain the attention of the surrounding students by talking or by making faces. This behaviour usually occurred when Donald, who was interested in music, could not actively take part in the music class due to the small number of instruments available for classroom use.

How often does this behaviour occur?

This study reveals that the five most often used behaviours by the grade one target students were identical. These behaviours indicated that all students scored highest on the behaviour showing they were attentive to explanations given by the teacher. All students exhibited enjoyment in music and participated in the singing and responding (moving) to music.

The five least used behaviours for the grade one students were not identical but did share some similarities. The three target students did not participate in the selection of songs or records, these behaviours appearing to be more teacher directed than student directed. Other behaviours not utilized were in the areas of creating, reading, and playing. Although the Music Education Observation Form revealed the playing of instruments to be towards the low end of the scale for all students, the researcher feels that this was due to the fact that a limited number of instruments were available for student participation.

The five most often used behaviours for the grade three target students were identical and the number of occurrences were similar for all students in each behaviour except for Donald in behaviour number 17. This student stated he was sometimes bored during music instruction and

responded during these periods by attempting to talk to the other students or by making faces. This behaviour was reflected in behaviour number 17, and was the reason for the large number of occurrences in this category for Donald.

The five least used behaviours for the grade three students were similar. They did not participate in moving to music, to selecting songs for the class to sing, or choosing records for use in the listening class.

The five most often used behaviours by the grade one and the grade three students were identical in behaviours 3, 13, 16, and 17. Grade one students responded more through moving to music and the grade three students reflected the behaviour of combining music and visual aids.

Behaviours 1 and 9, selecting a song for the class to sing, and selecting a record to be played for the class, were not observed either in the grade one or the grade three class.

Does a relationship exist among the various student overt behaviours?

This study indicates that a relationship does exist among the various student overt behaviours. Generally, the target students were attentive in class and their overt behaviour was related to the activities requested or suggested by the teacher. For example, they marched when asked to do so in response to a record; they read from their work sheets when the teacher suggested this activity; their attentiveness was reflected in the overt behaviour of raising their hand to answer a question or offering to play rhythm and/or melodic instruments.

What are the characteristics of a student's covert mental activity during a music education class?

Amy — Amy appeared to be interested in her music class and she indicated her thoughts were upon the task at hand.

Brian — According to Brian his covert mental activity was thinking about the song the class was singing, the instruments they were to play, and listening to the instructions being given by the teacher.

Clara — This student stated she usually thought of music. However, she admitted that sometimes her private thoughts wandered briefly to playing the piano at home or of what she was going to do after school.

Donald — It seemed that Donald's covert mental activity depended upon the amount of interest he had in the musical activity being carried out in the class. When he was interested in the musical activity, he appeared to think about what was happening, and he raised his hand to answer questions or to participate in the activity. However, on several occasions Donald stated he was not interested in the musical activity of the moment and during these brief interludes he permitted his thoughts to wander to other events outside the class situation.

Eric — This student appeared to be extremely interested in his music class. He stated his thoughts during his music lesson were always upon the instruction being given by the teacher.

Flora Flora's covert mental activity was usually upon the musical activity of the class. However, she stated that her thoughts sometimes wandered to her cat and/or her grandmother.

This study reveals that the private thoughts of young children are generally upon the music lesson. If their thoughts wandered, and two of the grade three students stated this did happen, it was for a brief period only.

What is the relationship of the covert mental activity to the overt behaviour?

This study reveals there is a relationship between the covert mental activity and the overt behaviour of young children. The target students appeared to be interested in music and seemed to be attentive most of the time. The overt behaviour of clapping was related to thinking about or being asked to keep the beat of the song, and when instructions and suggestions were being given by the teacher all of the students, while thinking about the task at hand, were prepared to raise their hand in response to the teacher. Even when Donald was not too interested in music there seemed to be a relationship between his covert mental activity and his overt behaviour. When this student became bored with music he attempted to seek the attention of the other students by making faces or gaining their attention by talking to them.

What are the characteristics of a student's covert mental activity which pertain to self-performance?

Amy This student appeared to be very attentive during music instruction and stated her thoughts were always upon her music. By thinking about and being attentive during music, she was

always ready to become involved in the music activities of the class.

Brian — Brian was attentive in music class and always ready to participate and become involved, especially in singing games and the playing of instruments.

Clara — Clara indicated her private thoughts were on the music activities of the class. She appeared to be attentive and seemed anxious to become involved in the musical activities requested by the teacher.

Donald — Donald indicated his private thoughts were not always upon his self-performance in music. This student seemed to be a very bright child and was always anxious to participate, especially in the playing of instruments. If this was not always possible he tended to gain the attention of the other students by making faces or by talking to them.

Eric — This student appeared to be extremely attentive all of the time and he stated his private thoughts were always upon the task at hand.

Flora — Flora appeared to be an attentive student. Her thoughts were concerned with attempting to answer questions posed by the teacher or offering to participate and become involved in the musical activities of the class.

This study indicates that there are no real differences in the characteristics of the target students covert mental activity which

pertain to self-performance. All of the students appeared to be extremely attentive during music instruction and they all indicated their private thoughts were usually upon the instruction being given by the teacher. When the teacher asked a question or invited the students to become actively involved in the class, they all usually responded by raising their hand to answer the question or to offer to participate in the musical activities. Thus, while thinking about the situation, their behaviour indicated a need to participate and become involved in the music class.

How often does this covert mental activity occur?

This study reveals that the target students were very attentive and that covert mental activity occurred constantly. These thoughts usually centred on the activities and concepts being developed in class. During the stimulated recall interviews, a couple of the grade three students stated that their thoughts wandered briefly to thoughts of home or situations outside the classroom. These periods of wandering did not last very long or did not occur very often.

What are the characteristics of a student's overt behaviour and covert mental activity during the playing/listening of music in his (her) home environment played by self, siblings or parents on radio/stereo?

Amy

This student's overt behaviour during the playing of music on the radio/stereo by herself was to "act out" the stories contained in her selection of Disney records. As Amy was older than her sister, the choice of record to be played seemed to be always made by Amy. When the radio/stereo was played by her

parents, Amy listened attentively and often joined in singing along with the music. Amy stated her private thoughts during the playing of the records by herself or parents was always upon the music being played.

Brian — Brian and a younger brother enjoyed a good selection of Disney records and, as with Amy, Brian made the choice of the record to be played. His behaviour during these sessions seemed to be moving his head and hands in time to the music. When his parents played their records, Brian listened attentively. This student stated his thoughts during the Disney records were of the stories on the records. When his parents played their country and western music, Brian's thoughts often wandered to playing games with his friends.

Clara — Clara and her younger brother had a selection of Disney records and Clara, who seemed to always choose the record to be played, appeared to enjoy telling her brother the story on the record or teaching him the words to the song. When her parents played their choice of music this student listened attentively. During the playing of the Disney records, Clara stated her thoughts were on the music. However, during the playing of her parents' records she listened but her thoughts were often on other things, for example, getting ready for bed.

Donald — Donald had an older brother and, although they had a selection of Disney records, they enjoyed listening to and playing popular and rock music from their parents' records. Donald is

an active boy who seemed to move his hands, as if playing drums, during the playing of records by his parents. He stated his private thoughts were of the words to the songs and especially of the drum parts.

Eric — This student was the oldest of four children and did not particularly enjoy the Disney records played by his siblings. His parents owned a good selection of martial music and Eric preferred to listen to this music. When this type of music was being played he often pretended to be marching or playing a trumpet. He stated his covert mental activity during the playing of records by his parents were often of playing his trumpet some day in school or in church.

Flora — Flora and a younger brother had a good selection of Disney records. Flora enjoyed these records and often played them for her brother, telling him the stories or teaching him the words to the songs. She also enjoyed her parents collection of musicals and played them sometimes for herself. She listened attentively to music played in the home by her parents and stated her thoughts, during listening, often turned to playing the piano herself.

This study reveals that the target students listened attentively to the radio/stereo whether played by themselves, their siblings, or parents. The behaviour displayed by the students during listening was to move to the music or sing along with the songs. There seemed to be differences between the families of the grade one and the grade three

students in the choice of music to be played. The families of the grade one students enjoyed country and western music and the families of the grade three students enjoyed popular, martial, and light classical music. All of the students had a good selection of Disney records and the grade one students indicated they preferred this type of recorded music more than that of their parents' record collection. However, the grade three students stated they would rather listen to the records in their parents' collection than their own Disney records.

The target students stated that although they listened to the records being played, their thoughts were often on other activities. Thus, it would seem that listening to music in the home is a passive rather than an active participation.

## III. RECOMMENDATIONS

As a result of the findings of this study a number of recommendations can be made.

The activities most commonly accepted by music educators as forming the basis of the music curriculum in the primary/elementary school are: singing, playing, reading, listening, creating, and moving. This study has shown that the target students did not expect or enjoy all of these music areas. All students expected to sing, play instruments, and move to music. However, classroom instruments were in short supply and the demand by students was high for the opportunity to participate in playing. The activities of reading and listening were not expected by the grade one students but were expected and enjoyed by the grade three students. However, the students who were taking private

music instruction indicated they enjoyed reading music because they understood the materials being presented by the music teacher. Creativity was neither expected nor enjoyed by the target students.

It is recommended, therefore, that school boards make an effort to have an adequate supply of classroom instruments available for use by teachers and students. If funds are not accessible for the purchase of commercial instruments, perhaps students and/or parents could combine their efforts to produce homemade instruments of the metal, wood, and rattle variety.

Based upon the small sample in this study it would seem that young children rarely, if at all, expect or enjoy reading, listening, and creating. The reason for this appeared to be the lack of direction/instruction on the part of the teacher in these activities. If music education authorities feel the six areas mentioned above are all important in the music curriculum, then it is necessary to make sure that all potential classroom and music teachers receive such training at the university level in order to impart this knowledge in the classrooms of young children.

To assist teachers presently employed, more in-service training and music workshops would aid teachers in the presentation of the music activities expected in the music curriculum.

There are indications in the present study that the music instruction is all teacher directed. Perhaps certain aspects of the programme would be nurtured if students were given the opportunity to have limited input into the classroom activities. For example, have students select songs for the class to sing, or select records to be played for a listening class.

This study further indicates that young children are extremely attentive during music instruction. Their overt behaviour was related to the activities and concepts of the music class. For example, they clapped the beat, marched to the music, and raised their hand to answer a question or offer to play an instrument.

As one of a few research studies on the covert mental activity of students during instruction, this study offers evidence that the use of the stimulated recall interview has potential for providing insights into teaching and learning. When the private thoughts of students during music instruction are examined the impact of instruction upon learning is revealed.

The covert mental activity of the target students was generally upon the music lesson. However, two of the grade three students did indicate their private thoughts wandered briefly to events at home. Donald further indicated his thoughts wandered when he was not interested in the material being presented. Thus, it is recommended that positive steps be taken by the teacher to attempt to keep the covert mental activity upon the music instruction. For example, through the use of the stimulated recall technique the teacher can ascertain the students with wandering private thoughts and endeavour to utilize their input into the class.

There are indications in the present study that the target students are attentive listeners in their home to music played by themselves, siblings, or parents. However, the grade one students stated they preferred their own collection of Disney records more than the collection owned by their parents. The grade three students, on the

contrary, preferred the music of their parents more than their own collection of Disney records. There did not appear to be an effort on the part of the parents to foster music in the home through listening and singing. It would seem that more active participation in music as a family would assist in more knowledge and enjoyment of music being shared by the family as a whole.

Further research. There is still a great deal to discover and understand about young children and music education. Valuable contributions to music education have been and is presently being made through research. However, music education is very often considered a "frill" and will remain so unless research which emphasizes basic causes of unrealized music potential is carried out. Many young students in our primary classrooms are already displaying opposition to understanding music and rapidly losing confidence in their abilities to handle music activities and concepts. This situation often continues and worsens during elementary and secondary school and to attempt a remedy in later years often augments the problem, whereas prevention at the primary school level is potentially more realistic. It is imperative to find out why students lose interest in music and what causes them to lose trust in their own musical judgment because, in later years, the knowledge of music could fill many of their leisure hours with pleasure.

Although the Music Education Observation Form used in the study proved adequate, such instruments should be continually studied and refined to increase the amount and accuracy of the information collected. The researcher recommends that a 15 second interval be used in further research instead of the 30 second interval used in the present study.

It would be advisable to undertake projects similar to the present study. These projects should be undertaken in the following situations.

1. In primary classrooms where music is taught by the classroom teacher.
2. In the primary classroom of a rural school.
3. In grades four, five, and six of an urban and rural classroom.

Such projects could be established as correlational studies to attempt to determine the relationship between music activities taught by music teachers and classroom teachers in urban and rural schools. This information could assist music educators determine the music activities being neglected in the programme and, thus, would assist them in preparing future music and classroom teachers at the university level.

The researcher also considers it advisable to have a study, similar to the one presented here, undertaken in the future to either support or refute the recommendations contained herein.

The researcher further suggests, if future studies similar to this one are undertaken, that the investigator spend a longer period of time working within the school collecting the data. In fact, it might be advisable for the researcher to occasionally teach the music lesson and work directly with the young children.

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# APPENDICES

# APPENDIX A

## LETTER FROM DR. N. KAGAN

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF COUNSELING, PERSONNEL SERVICES AND EDUCATIONAL PSYCHOLOGY

EAST LANSING • MICHIGAN • 48824

September 17, 1979

Ms. H. Doreen Coultas
11145 87th Avenue
Apt. 706, Campus Tower
Edmonton, Alberta
Canada

Dear Ms. Coultas:

Thank you for your letter of August 30th. I am not aware of any research which indicates that stimulated recall cannot be used with children below grade three. I understand that some people have experimented and have been successful, but I am certain that these were not controlled studies, but rather informal experiences. I think that your research would be most welcomed.

Sincerely,

Norman Kagan, Ph.D.
Professor
Department of Counsling, Personnel Services
and Educational Psychology
Department Of Psychiatry

Enclosures (3)

## APPENDIX B

## LETTER TO AVALON CONSOLIDATED SCHOOL BOARD

19 Belfast Street
St. John's A1B 2G5

Mr. N. Kelland, Superintendent
Avalon Consolidated School Board
90 Barters Hill
St. John's

Dear Mr. Kelland,

During my Sabbatical Leave, September 1978 - December 1979, I was a graduate student enrolled in a doctoral programme at the University of Alberta, Edmonton. I have completed my course work, candidacy orals and residence requirements--all that remains is the collection of data for my research project.

The title of my dissertation proposal is "Perceptions of Music Education by Young Children." My plan is to spend six periods in a grade one classroom and six periods in a grade three classroom observing a total of four students. The intent is to gather data of the target students by the use of videotape using the stimulated recall technique.

This letter is intended, therefore, to solicit your assistance in the project by granting permission to carry out my research in _____ Elementary School. I intend to fully discuss the project and the method of data collection with the principal, teacher, and target students involved. The purpose of the study is not to evaluate the teaching of music education in the school but to learn about young children's perceptions of music education.

I ask for your consideration of this matter in order that I might begin my discussions in the school in the very near future. Thank you.

Yours truly,

H. Doreen Coultas

H. Doreen Coultas (Miss)

# APPENDIX C

## LETTER FROM AVALON CONSOLIDATED SCHOOL BOARD

# The Avalon Consolidated School Board

P. O. BOX 1980
ST. JOHN'S, NEWFOUNDLAND
A1C 5R5

143

Chairman: H. W. R. CHANCEY
Vice-Chairman: B. S. BUTTON
Secretary: MRS. A. STAVELEY
Treasurer: DR. D. H. RENDELL

Superintendent: N. KELLAND, B.A. (Ed.), M.Ed.
Asst. Superintendent: J. J. PARSONS, M.A., M.Ed.
Business Administrator: F. P. FOLLETT

November 3rd., 1980

Miss Doreen Coultas,
19 Belfast Street,
ST. JOHN'S, Newfoundland,
A1B 2G5.

Dear Miss Coultas,

I am pleased to give you permission to conduct your research in . It is understood that you will require six periods each in grades one and three, with follow-up sessions with the four students under observation.

The principal of the school is and the music teacher is . Please make contact with them when you are ready to commence your research.

I would be most interested in receiving a summary of your findings when you have completed the project. Good luck with your research. If I can be of further assistance, please feel free to contact me.

Yours sincerely,

Wayne Oakley

Wayne Oakley,
Assistant Superintendent.

WO/mo'b

c.c.

# APPENDIX D

## PARENT PERMISSION FORM

PARENT PERMISSION FORM

This is to certify that we, the parents of _____ _____ agree for him (her) to participate in a research project being directed by H. Doreen Coultas during the music class at his (her) school.

Signed: _____ (Mother)

_____ (Father)

Date: _____

Home visitation permitted: _____ Yes

_____ No

# APPENDIX E

## HOME VISITATION FORM

# HOME VISITATION FORM

DATE:

NAME:

ADDRESS:

TELEPHONE NUMBER:

| | HUSBAND | WIFE |
|---|---|---|
| Occupation: | | |
| Studied music: | | |
| If 'yes,' instrument: | | |
| Actively involved in music: | | |

FAMILY

Attend concerts:

'Kind' of concert:

Watch TV musicals:

Radio preference:

Listen to music at home:

Preference of music:

Listen to music in car:

Preference of music:

"Play" together as a family:

"Sing" together as a family:

Sing to child at bedtime:

Sing to child and create new words:

Record player in home:

Record collection:

Child - owns record player
- own records

Number of children in the home:

Ages:

Number of children studying music:

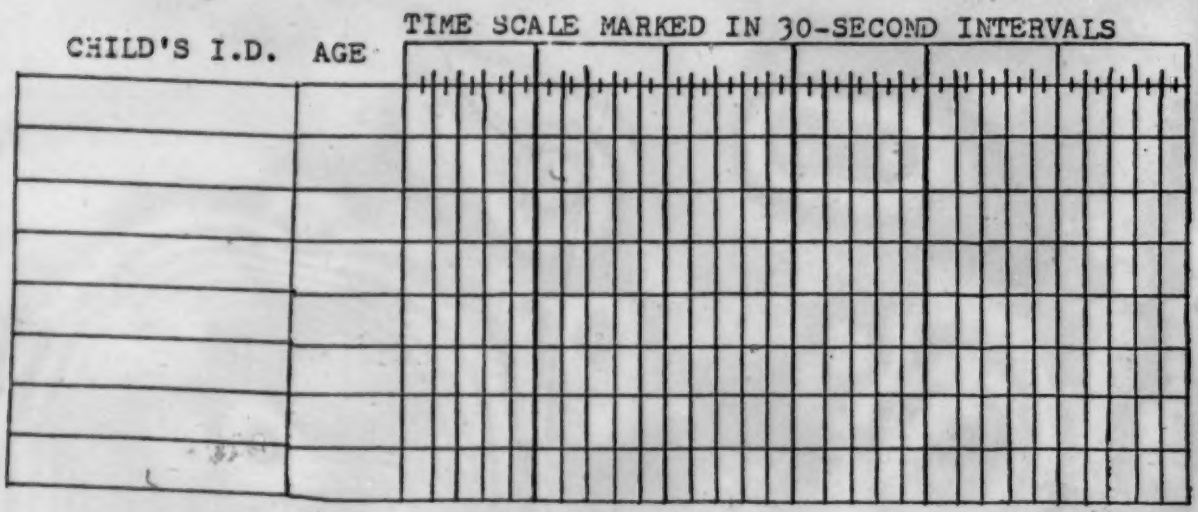
Music important in the curriculum?

## APPENDIX F

## MUSIC EDUCATION OBSERVATION FORM

# MUSIC EDUCATION OBSERVATION FORM

Grade ___ Unit No. ___ Date ___ VTR No. ___ Audio Tape No. ___




1. Selects song for class to sing.
2. Moves/claps while listening to accompaniment.
3. Sings with class.
4. Offers to play instruments.
5. Examines and manipulates instruments.
6. Accompanies song/record with instruments.
7. Combines music and visual aids.
8. Demonstrates skill repetition.
9. Selects record to be played for class.
10. Contributes words for "new" song.
11. Participates in echo clapping.
12. Moves to music.
13. Listens during explanation by teacher.
14. Appears not to listen during explanation by teacher.
15. Observes but does not participate.
16. Exhibits enjoyment.
17. Other.

# APPENDIX G

## QUESTIONS USED WITH THE MUSIC TEACHER

## QUESTIONS USED WITH THE MUSIC TEACHER

| | |
|---|---|
| Purpose: | What is the purpose of the lesson? |
| | Any other activities? |
| | Concepts? |
| | How do you plan to achieve the purpose of the lesson? |
| Materials: | Will you use music texts? |
| | Will you use rhythm instruments? |
| | Will you use melody instruments? |
| | Will you use a chording instrument? |
| | Will you use any other materials? |
| Procedure: | What procedure will you use to teach the lesson? |
| Enrichment: | Have you planned an enrichment? |
| | If 'Yes' -- What have you planned? |

# APPENDIX H

## ACTIVITIES AND CONCEPTS PRESENTED BY MUSIC TEACHER

## GRADE 1 AND GRADE 3

The following section presents a brief description of the activities and concepts presented by the teacher to the grade one and grade three classes.

## GRADE 1

### Unit 1

SONG: "Numbers Rumba"

- singing, with piano.
- slapping thighs.
- singing, repeat phrase after teacher.
- snap fingers, clap thighs.
- finger cymbals, tambourine.
- tone block (to Brian) to play the steady beat. Brian actually plays syncopation and rhythmic pattern.

SONG: "Jig - Jog"

- singing and moving to music.
- tone block (to Amy) to play the steady beat.
- castanets.
- tongue clicking.

SONG: "Grandma's Spectacles"

- singing with actions.

SONG: "There was a Crooked Man"

ACTIVITIES: Singing, Playing, Moving

CONCEPTS: Tempo, Dynamics, Mood

COMMENTS: Class appeared to be very attentive.

### Unit 2

REVIEW:

- time names.
- tonic sol - fa.
- class read time names from blackboard.
- class clapped time names from blackboard.

GAME: "What's My Line?"

- class divided into three groups.
- teacher clapped line of rhythm from board--groups 1/2/3 identified and clapped rhythm.

SONG: "The More We Get Together"

- singing with actions.
- created new stanza.

SONG: "I am a Good Musician"

- singing with actions.

ACTIVITIES: Singing, Reading, Moving, Creating

CONCEPTS: Tempo, Dynamics, Melody

COMMENTS: Much coughing due to head colds--several students absent. Target students beginning to disregard VTR.

Unit 3

SONG: "Ha - Ha This-a-Way"

- students discovered steady beats represented by straight lines.
- class clapped steady beat.
- time names reviewed.
- actions to song.

ACTIVITIES: Singing, Reading, Moving

CONCEPTS: Tempo, Mood

COMMENTS: Students appeared extremely interested and seemed to enjoy playing the game.

Unit 4

GAME: Teacher began by tapping a rhythm pattern on the shoulder of child at the beginning of the row. The rhythm was then passed along the row, each child passing it on, under the supervision of the teacher. The pattern(s) used were taken from several on the blackboard. The child at the end of the row was requested to speak the time name and clap the pattern. If the pattern at the end of the row was the same as it was at the beginning, the teacher indicated there were no crows on the line!

SONG: "Let's Play the Statue Game"

- words learned by rote and the phrase method.
- students clapped the steady beat.

ACTIVITIES: Singing
Reading
Moving

CONCEPTS: Mood
Dynamics

COMMENTS: Class attentive.

Unit 5

- Work sheets distributed by teacher.
- Hand puppets representing sol and mi given to two students. Class had to sing either sol or mi when the student wearing the particular syllable held his (her) hand in the air.
- Students read time names from sheets.

SONG: This Old Man"

- tone block used to keep the steady beat.
- students read and clap time names.
- drum, maracas, and tambourine each given a different rhythm pattern to play as accompaniment to song.

LISTENING: Record played and class listened.

- students clapped steady beat.
- students moved to music.

READING: "Seeing What You Hear"

- teacher distributed work sheets containing rhythm patterns.
- class read time names from work sheets.

GAME: Rhythm--child chooses a rhythm pattern from the work sheet and passed it along the row by tapping it on the shoulder of the next child.

ACTIVITIES: Singing
Playing
Reading
Moving
Listening

CONCEPTS: Tempo
Dynamics
Tone Colour

Unit 6

GAME: "Seeing What you Hear"

- teacher distributed work sheets containing time names.
- class read time names from work sheets.
- child chooses a rhythm from work sheet and passed it along the row by tapping it on the shoulder of the next child.

ACTIVITIES: Reading

COMMENTS: Class as a whole appeared to be restless as individual children had difficulty reproducing the time patterns.

Unit 7

GAME: "The Magic Penny"

- class arranged in a circle, sitting on the floor. As they sing the song, they clap the accent and pass the penny on the accent. The penny remained with the person holding it on the last accent of the song. A student is chosen to "hide" in the corner during the singing of the song and the passing of the penny. When the song is finished the child in the corner returned to the circle and must discover who has the penny.
- Teacher distributed eight hand puppets to represent the scale. Class sings scale, ascending and descending. As tonic sol - fa syllable was mentioned the child wearing the corresponding puppet raised it high.
- Class sings sol and mi assisted by the hand puppets. Students without puppets use the hand signs.

SONG: "Little Sally Saucer"

- class had to use sol and mi hand signs when the falling minor 3rd interval appeared in the song.
- maracas, hand drum, melody bells, tambourine, and glockenspiel used to accompany song.
- actions added as suggested in song.

ACTIVITIES: Singing
Playing
Listening
Reading
Moving

CONCEPTS: Mood
Tempo
Dynamics
Tone colour
Rhythm

COMMENTS: Class seemed to enjoy the activities in this particular unit.

Unit 8

SONG: "Rig-a-Jig-Jig"

- instruments and actions added to singing of song.
- new words created, e.g., "...a little dog I chanced to meet . . ."

SONG: "Numbers Rumba"

- class snaps steady beat.

- sand blocks, maracas, drum and tone block used to accompany song.

SONG: "I Can Sing"

- this song being perfected for next School Assembly.

GAME: "We're Going on a Lion Hunt"

- actions.
- steady beat.

| ACTIVITIES: | CONCEPTS: |
|---|---|
| Singing | Mood |
| Playing | Form |
| Moving | Tempo |
| Listening | Dynamics |
| Reading | Melody |
| Creating | |

COMMENTS: Class appeared to thoroughly enjoy this unit.

## GRADE 3

### Unit 1

SONG: "The Musician"

- maracas, sand blocks, wood blocks, body sounds added to accompaniment.
- class used time names and tonic sol - fa.
- actions added to song.

SONG: "Happy Birthday"

- hand signs used.
- melodic instruments, glockenspiel and metallophone, used during singing of song.

| ACTIVITIES: | CONCEPTS: |
|---|---|
| Singing | Tone colour |
| Reading | Melody |
| Playing | Harmony |
| Moving | Dynamics |

COMMENTS: Class very attentive and anxious to participate.

### Unit 2

REVIEW:
- hand signs for la - sol - mi.
- glockenspiel, metallophone, xylophone.

- band instruments and recall of a recent visit by a junior high school band.

GAME: - to identify la - sol - mi played by teacher on xylophone.

SONG: "Happy Birthday"

- time names.
- rhythmic and melodic instruments added to accompaniment of song.

ACTIVITIES: Singing, Playing, Reading

CONCEPTS: Mood, Tone Colour, Dynamics, Tempo

COMMENTS: Students prepared to participate in class activities.

Unit 3

Class watched a film strip: The String Family. Discussed the four families of the orchestra and then focused on a review of the string family as seen in the film.

Unit 4

LISTENING: "Golliwog's Cake Walk"

- played on a Moog synthesizer. Zeroed in on mood, tempo, and dynamics. Teacher indicated that when you listen you should be thinking of a story--perhaps the story the composer had in mind. Must remember that stories have a beginning and an ending.
- Answers from class: Golliwog walking over a birthday cake and a golliwog walking on Mars.

SONG: "The Three Bears"

- discussion of expression (mood) -- must have expression in music.
- class clapped steady beat.

ACTIVITIES: Singing, Playing, Listening

CONCEPTS: Mood, Tempo, Dynamics

COMMENTS: Students appeared to thoroughly enjoy the listening activity of this unit.

Unit 5

Class watched a film strip, complete with record: The Woodwind Family. A discussion of the woodwind family followed and class identified the woodwind family from pictures.

Unit 6

REVIEW: The String Family.
The Woodwind Family.
Teacher explained the mechanics of the clarinet--also played this instrument for class.

SONG: "A la Claire Fontaine"

- time signature discussed.
- class learned French words to songs.

SONG: "Michael, Row the Boat Ashore"

- time names emphasized.

ACTIVITIES: Singing
Playing
Reading

CONCEPTS: Tempo
Dynamics

COMMENTS: Students enjoyed teacher playing clarinet.

Unit 7

SONG: "Let Us Break Bread Together"
"A la Claire Fontaine"
"Lukey's Boat"

- above songs being prepared for next School Assembly.

Unit 8

SONG "School Song"
"Pass It On"

- songs being prepared for next School Assembly.

SONG: "The Man of Galilee"

- guitar accompaniment by teacher.

SONG: "I'se the B'y"

SONG: "Were You Ever in Quebec?"

- actions added to song.

SONG: "A Great Big Sea"

- actions added to song.

PIANO SOLO: Student plays piano solo for class.

ACTIVITIES: Singing
Playing
Moving

CONCEPTS: Tempo
Dynamics

# APPENDIX I

## QUESTIONS USED IN THE PRE-LESSON AND STIMULATED RECALL INTERVIEWS

Pre-lesson interviews

Do you think you will sing songs in your class today?

What songs will you sing?

What songs would you like to sing?

Do you think you will play instruments today?

If 'Yes'--what instruments will you play?

Do you like to play instruments?

What instruments do you like best of all?

Do you understand the musical symbols in your music books?

If 'Yes'--ask questions re: the various musical symbols.

Will you listen to records?

What records would you like the teacher to play for you?

Do you ever make up tunes--your own music?

What instruments do you use to make up your own music?

Will you move to the music you sing or hear on the records?

Do you like to get up and move to the music?

Anything else you would like to do in your music class?

Stimulated recall interviews

What were you feeling/thinking at that point?

Why did you not sing/play the instruments?

Why did you say/do...?

Did you understand what the teacher was saying/doing...?

Why do you think the teacher said/did...?

Did you have any other thoughts (not music) during the lesson?

If 'Yes'--what were they?
--why do you think you were thinking these thoughts?

Do you like music?

If 'Yes'--why?

If 'No'--why?

Anything else you want to tell me about your music class today?

# APPENDIX J

## PRE-LESSON INTERVIEWS

AMY

Unit 1

Res. You're going to have music this afternoon--do you think you will sing songs?

Amy Yes.

Res. What songs will you sing?

Amy I don't know.

Res. What songs would you like to sing?

Amy I don't know.

Res. Do you think you will listen to records?

Amy Maybe.

Res. What records do you think the teacher will play for you?

Amy I'm not sure.

Res. Do you ever get up and move around to the records?

Amy Sometimes.

Res. What do you do when you move around?

Amy Sometimes we march and sometimes we just stand up.

Res. Do you think you will play instruments?

Amy I think so.

Res. Do you ever make up little tunes on your own?

Amy No.

Res. What instruments do you like to play?

Amy The xylophone.

Res. Do you ever read the music from your music books?

Amy Sometimes.

Res. Do you understand music notes?

Amy No, but we started to learn about them a long time ago.

Unit 2

Res. What do you think you will do in your next music lesson?

Amy Sing songs.

Res. Anything else?

Amy Maybe play instruments--maybe play a game with music--maybe we'll march and clap to the music.

Res. Do you think you'll listen to any records?

Amy Maybe.

Res. What songs do you think you will sing?

Amy The "Number" song.

Res. Anything else you think you will do in your next class?

Amy Afterwards we go to gym.

Unit 3

Res. What things do you think you will do in your next music lesson?

Amy Sing--maybe play instruments.

Res. Something else?

Amy Maybe play games.

Res. Anything else?

Amy --and go to gym!

Res. What do you like doing best of all in music?

Amy Singing.

Res. Why is that?

Amy I like singing.

Res. Do you ever sing any other time?

Amy Yes.

Res. When is that?

Amy Sometimes when I'm home.

Res. What kinds of songs do you sing when you're home?

Amy All kinds.

Res. Like what?

Amy Like Christmas songs and Easter songs.

Res. The songs you learn in school, do you ever sing them at home?

Amy Yes.

Res. Do you ever sing songs from your song books?

Amy No.

Res. What do you use to learn your songs?

Amy I have my own book at home.

Res. Do you take private music lessons?

Amy No.

Unit 4

Res. What kinds of things do you think you will do in your next music class?

Amy Sing songs.

Res. What kind of songs?

Amy All kinds of songs.

Res. What kinds of songs do you like best of all?

Amy Songs about numbers.

Res. What do you like to do best of all in music?

Amy Sing.

Res. Any particular songs you want to sing next day?

Amy No.

Res. When you're in music class, do you ever think about anything else?

Amy No, except about singing.

Res. What do you think about singing?

Amy It is fun.

Unit 5

Res. What do you think you will do in your next music class?

Amy Sing songs, maybe we'll play the instruments and maybe we'll play some games.

Res. Do you like doing these things?

Amy Yes.

Res. Are these the things you generally do in music class?

Amy Sometimes we do different things.

Res. Like what?

Amy Like listening to a record.

Res. How about getting up and moving like you did in your last music class to the "Statue Song"? Do you like moving?

Amy Yes.

Res. Anything else you would like to do?

Amy No.

Res. Do you like to play the instruments?

Amy Yes.

Unit 6

Res. What do you generally do in your music class?

Amy Sing.

Res. Anything else?

Amy Play instruments, listen to records and play games.

Res. What do you like best of all?

Amy Singing.

Res. What do you think you will do at your next lesson?

Amy Maybe play instruments, maybe play a game, maybe sing, or maybe listen to a record.

Res. Think you will make up any little dances?

Amy Maybe.

Res. Any little tunes?

Amy Sometimes.

Res. Do you like that?

Amy Yes.

Res. Anything else you would like to do?

Amy No.

Unit 7

ABSENT

Unit 8

Res. What do you generally do in music class?

Amy We sing, sometimes we play games, play instruments, and play a record.

Res. What do you like to do best of all?

Amy Sing.

Res. In your last class you played a game, you sang a song and passed the penny. Did you like that?

Amy Yes.

Res. Do you like to dance or move to the music?

Amy Yes.

Res. Do you like singing songs about Christmas or flowers?

Amy Yes.

Res. What kind do you like the best of all?

Amy About flowers.

Res. Anything you want to tell me about your music?

Amy No.

Unit 9

Res. What do you generally do in music?

Amy Sing songs.

Res. What would you like to do?

Amy Play a music game.

Res. What do you like best of all, your favourite thing in music?

Amy Sing a song.

Res. More than the game?

Amy Yes.

Res. Do you like to get up and move around?

Amy Yes.

Res. Do you always understand what Mrs. _____ tells you?

Amy Yes.

Res. Do you like music?

Amy Yes.

Res. Why?

Amy It's fun.

Res. Anything you want to tell me about music?

Amy No.

## BRIAN

Unit 1

Res. You're having your music lesson today, do you think you will sing songs?

Brian Yes.

Res. What songs would you like to sing?

Brian I don't know.

Res. Do you think you will listen to records?

Brian Yes.

Res. What records do you think Mrs. _____ will play for you?

Brian I don't know.

Res. What songs would you like to sing?

Brian I don't know.

Res. What records would you like to hear?

Brian I don't know.

Res. Do you ever get up and move around to the music?

Brian Yes.

Res. Do you like moving to the music?

Brian Yes.

Res. Do you ever play instruments?

Brian Yes.

Res. What kind of instruments?

Brian Drums.

Res. Do you like any other instruments?

Brian The wood block.

Res. Why do you like the drum?

Brian No reason.

Res. Do you ever make up little tunes on your own?

Brian Yes.

Res. Do you use instruments or your voice?

Brian I just sing the tunes.

Res. Do you use the music books to sing your songs?

Brian No.

Unit 2

Res. What do you think you will do in your next music class?

Brian Sing songs.

Res. What songs?

Brian I don't know.

Res. Which songs would you like to sing, have you any favourite songs?

Brian No.

Res. Do you like music?

Brian Yes.

Res. Do you like to play the instruments?

Brian Sometimes.

Res. What do you expect to do in your next music lesson?

Brian I don't know.

Unit 3

Res. What do you think you will do in your next music lesson?

Brian I don't know.

Res. Now, Brian, not that answer again! Think. What do you think you will do in your next music class?

Brian Sing songs!

Res. That's better. Anything else?

Brian Sing songs and play games, like that.

Res. What do you like to do best of all?

Brian Play games.

Res. Why?

Brian I just like to play games.

Res. I guess you like to play all kinds of games.

Brian Yes.

Res. Do you like singing?

Brian Yes.

Res. What is it you like about singing?

Brian It makes me happy.

Res. Does it ever make you sad?

Brian No.

Unit 4

Res. What do you think you will do in your next music class?

Brian Sing songs.

Res. What kind of songs do you think you will sing?

Brian "Grizzly Bear."

Res. Why do you like this song?

Brian I just like it.

Res. Do you do actions to the song, do you move around like a bear?

Brian Sometimes.

Res. Any other songs?

Brian "The Crooked Man."

Res. What else do you think you will do in music?

Brian Play instruments, play games and all that stuff.

Red. Do you think you will listen to records?

Brian We might.

Unit 5

Res. What kinds of things do you think you will do in your next music lesson?

Brian Sing songs, play games, play instruments, and all that sort of thing.

Res. What about the "Statue Song," do you think you will do that again?

Brian Yes, we're going to learn it better.

Res. Do you understand everything about this story?

Brian Most things.

Res. Is there anything you would like to do in particular in your next music lesson?

Brian No, I like doing everything.

Res. Everything? You don't like one thing more than another?

Brian No.

Res. How about standing in the corner?

Brian I don't like that.

Res. Oh, so there is something you don't like doing. Anything else you would <u>like</u> to do?

Brian Sometimes I like to listen to a record.

<u>Unit 6</u>

Res. What do you usually do in your music class?

Brian Sing songs, play games, play the instruments, and all that.

Res. What do you like doing best of all?

Brian Singing.

Res. What do you think you will do in your next class?

Brian Really sing, play instruments, and play games.

Res. Do you think you will use your music books to sing?

Brian We don't have music books but we have music sheets.

Res. Do you like using the music sheets?

Brian Yes.

Res. Which would you prefer, the music books or the music sheets?

Brian I like both of it.

Res. Anything you want to tell me about your music lessons?

Brian Not really.

Unit 7

Res. What do you generally do in music?

Brian Sometimes we have records, and sometimes we have music sheets with the time names, and sometimes we have a music lesson.

Res. What do you mean when you say you have a music lesson?

Brian We sing.

Res. What activity do you like best of all?

Brian I like doing everything that Mrs. _____ asks us to do.

Res. Everything?

Brian Yes.

Res. If she said you were a bad boy, would you like that?

Brian No. I like everything about music.

Res. Is there anything in music that you can't do, anything that Mrs. _____ asks you to do?

Brian No.

Res. If Mrs. _____ came into your next class and said there was only one thing you could do, what would you like to do?

Brian Sing.

Res. If Mrs. _____ said you couldn't have music for the rest of the year, what would you think?

Brian I wouldn't like it.

Unit 8

Res. What do you usually do in your music lesson?

Brian Play games and sing songs.

Res. You had a singing game in your last lesson, what do you like best of all?

Brian Everything.

Res. Well, if Mrs. _____ said you could do one thing today, what would you like to do?

Brian I don't know.

Res. Let's pretend, what would you like to do?

Brian I don't know what Mrs. _____ has in mind.

Res. She would like you to choose so what would you have the class do?

Brian Sing.

Res. What kinds of songs would you like to sing?

Brian Songs about summer.

Res. What do you like about summer?

Brian You can play outdoors.

Res. Anything else you want to tell me about music?

Brian No.

Unit 9

Res. What do you usually do in your music class?

Brian Sing.

Res. What do you like to do best of all?

Brian Sing.

Res. What kind of songs do you like to sing?

Brian All songs.

Res. Do you like playing the instruments?

Brian Yes.

Res. Is there anything you don't like about music?

Brian I don't like being put in the corner.

Res. Anything else?

Brian No.

Res. Anything you want to tell me about music?

Brian No.

## CLARA

Unit 1

Res. You're going to have music this afternoon, do you think you will sing songs?

Clara Yes.

Res. What songs will you sing?

Clara All kinds of songs.

Res. What kind of songs?

Clara Winter songs.

Res. What kind of songs do you like best?

Clara Winter songs.

Res. Why do you like winter songs?

Clara Because I like playing out in the snow.

Res. Do you think you will listen to records today?

Clara I'm not sure about that.

Res. If Mrs. _____ played records for you, what kind of records would you like?

Clara Any kind at all.

Res. When you sing songs and play records, do you ever get up and move around to the music?

Clara Yes.

Res. Do you think you will play instruments today?

Clara Yes.

Res. What kind of instruments?

Clara Drums, wood block, cymbals.

Res. Which instrument do you like best of all?

Clara The cymbals.

Res. Why do you like the cymbals?

Clara I just like them.

Res. Do you ever make up little tunes on your own?

Clara No.

Res. Do you use music books to sing your songs?

Clara No.

Res. How do you learn your songs?

Clara Mrs. _____ teaches us them.

Res. Do you understand the music?

Clara Not very much.

Unit 2

ABSENT

Unit 3

ABSENT

Unit 4

ABSENT

Unit 5

Res. You have been absent lately, what has been the trouble?

Clara I had to go to the Janeway.

Res. Why did you have to go to the Janeway?

Clara I had to have some tests and a check-up with the doctor.

Res. How are you now?

Clara I am fine.

Res. When you have your next music class, what do you think you will do?

Clara Play games, learn a new song.

Res. What do you like to do best of all?

Clara Play games.

Res. What kind of games?

Clara Music games.

Res. What do you generally do in music class?

Clara We learn music and we learn time names.

Res. Do you like the time names?

Clara Yes.

Res. Do you ever read from your music books?

Clara No.

Res. How do you learn your songs?

Clara From the papers.

Unit 6

Res. What do you generally do in your music class?

Clara Sing songs and all that.

Res. What do you like to do best of all?

Clara Sing.

Res. Since I have been coming into your class you have been singing songs, playing instruments, playing games, watching a film strip, listening to a record, and moving to the music. Which activity do you like best of all?

Clara I don't know, mostly all of them.

Res. Anything in particular you would like to do in your next music class?

Clara Play a game.

Res. Which game?

Clara Pass the rhythm to the next person.

Res. Anything else you would like to tell me about music?

Clara No.

Unit 7

Res. What do you generally do in music class?

Clara Mrs. _____ tells us what we are going to do.

Res. What do you usually want to do?

Clara Play a game.

Res. Do you like playing games best of all?

Clara No.

Res. What do you like doing best of all?

Clara Learning new songs.

Res. What would you say if Mrs. _____ came in next day and said you could have no more music for the rest of the year?

Clara I wouldn't be happy.

Res. Why?

Clara Because I like music.

Res. When you say you like music, do you like it better than your other subjects?

Clara Yes.

Res. What makes it better?

Clara I don't know.

Res. Is there anything you want to tell me about music?

Clara No.

Unit 8

Res. What do you think you will do in your next music lesson?

Clara Learn a new song.

Res. What kind of a song would you like to learn?

Clara One about Easter.

Res. Why?

Clara Because it will soon be Easter.

Res. Do you like singing songs about people in other countries?

Clara Not really.

Res. How about songs about space ships?

Clara No.

Res. What is your favourite kind of song?

Clara "When I Wish upon a Star" and other Disney songs.

Res. Anything else you want to tell me about music.

Clara No.

Unit 9

Res. What do you usually do in music?

Clara Sing.

Res. Anything else?

Clara Play games.

Res. What do you like to do best of all?

Clara Sing.

Res. Better than games?

Clara No.

Res. What do you like doing best of all?

Clara Playing games.

Res. Do you like playing instruments?

Clara Yes.

Res. Anything you would really like to do next day in music?

Clara Play a game.

Res. Anything else you want to tell me about your next class?

Clara No.

DONALD

Unit 1

Res. I have already told you that during your next music class with Mrs. _____ I'm going to be here and take pictures of your class which we can show on the television screen. Do you think you will sing songs?

Donald Oh, yeah, we always sing songs, and go up to the front of the class and play instruments.

Res. What kind of songs do you think you will sing?

Donald One is called "Space Ship" and one is called "Four in a Boat."

Res. Do you like these songs?

Donald Yes.

Res. What is your favourite kind of songs?

Donald Songs about space, because we get to go up and play the xylophone.

Res. Do you ever listen to records?

Donald Last year we did it once.

Res. What kind of records did the teacher play for you?

Donald One about an orchestra.

Res. Do you ever get up and move around to the music?

Donald No, she just asks us questions about the music.

Res. You play instruments sometime, what kind of instruments do you like best of all?

Donald I like the metallophone.

Res. Why?

Donald Because it is the biggest instrument there.

Res. Oh, that's why you like it!

Donald Or the alto xylophone, it is just as big as the metallophone.

Res. Do you ever make up little songs about music?

Donald No. Oh, in the "Space Ship" song it says all the instruments play at once.

Res. You like that?

Donald Yes, you can play anything you want to.

Res. When you sing your songs, do you use music books?

Donald Sometimes we might, usually we use little sheets of paper.

Res. Do you ever have music notes in front of you?

Donald Yes.

Res. Do you understand them?

Donald Sometimes.

Res. Anything you want to tell me about music?

Donald I know how to play a few pieces on the piano.

Res. That's nice, who taught you?

Donald My Mom and my baby-sitter, Maxine.

Unit 2

Res. What kind of songs do you think you will be singing in your next music class?

Donald Probably the "Happy Birthday" song again.

Res. Would you like to sing that song again?

Donald Mmm--sort of!

Res. If you had a choice, what songs would you like to sing?

Donald I would like to sing "Four in a Boat."

Res. I haven't heard your class sing that yet, have I?

Donald No, because you weren't there yet!

Res. Do you think you will play instruments next day?

Donald Yes, there are always instruments being played and perhaps I'll be playing an instrument, the same instrument as I was playing today.

Res. Do you think you will get up and move to the music?

Donald No, we don't do that.

Res. Didn't you get up and move today in your music class?

Donald Oh, that, doing cha, cha, cha.

Res. Yes, that's moving, when you sing cha, cha, cha and move at the same time.

Donald I thought you meant dancing.

Res. Not really. Do you think you will listen to records?

Donald No, we're still doing the work sheets that we sing from.

Res. Do you ever sing from your music books?

Donald Not very often. We did use them but now we use the work sheets.

Res. Do you understand the hand signs, the doh - mi -soh's?

Donald Yes.

Res. Anything else you want to tell me about music?

Donald I can play a couple of tunes on the piano, and I have learned a new tune since last time.

Unit 3

Res. When you have your next music class, what kinds of things do you think you will do?

Donald Probably sing the new song we are working on.

Res. Do you like the new song?

Donald We're not really singing it yet but on the bottom it shows the syllables, I think it is called "This Old Man."

Res. What else do you think you will do in your music class?

Donald Maybe play some instruments to the song.

Res. You really like that don't you? Is it your favourite activity?

Donald Yes.

Res. What songs would you like to sing?

Donald I'd like to sing the new song, that's for sure.

Res. You're not playing an instrument in that song are you?

Donald No, but in the "Space Ship" song there is a count down and all the instruments can play whatever they want.

Res. What instrument did you play in the "Space Ship" song?

Donald The cymbals.

Unit 4

Res. What do you generally do in music class?

Donald Sing songs.

Res. Do you think you will see a film strip?

Donald Probably, maybe the same one but and maybe the next part, the woodwinds.

Res. Do you like the record that goes with the film strip?

Donald Mmm--a bit.

Res. Just a bit? Why is this?

Donald I like the sounds like the solos.

Res. What do you not like about it?

Donald There is nothing I really don't like about it.

Res. Anything else you think you will do in music class?

Donald Probably play some more instruments.

Res. Do you ever make up little tunes or songs on your own?

Donald No, but there is one song that we do, "Space Ship," that when we do the count down all the instruments can do whatever they want to do.

Res. You like that.

Donald I had the cymbals the first time and I was bashing them all over the place!

Unit 5

Res. What do you think you will do in your next music class?

Donald Positively we'll be singing the "Three Bears" again.

Res. Why do you say that, why are you so sure?

Donald Because Mrs. _____ said we were going to practice it next day.

Res. Since I have been coming to your class you have had a listening lesson, you've watched a film, you've played instruments, you've been singing, moving to the music, which activity do you like best of all?

Donald Playing instruments.

Res. What would happen if Mrs. _____ only had two instruments and you didn't get to play one of them?

Donald Well, if I didn't get to play an instrument my second favourite is singing.

Res. What do you generally do in your music class?

Donald Sing and play instruments. There are never only two instruments, there are always three, you have to have the wood block. If I didn't get to play one, then there is always singing.

Res. Do you ever get bored if you have nothing to do?

Donald Yes.

Res. What happens then?

Donald I just sing.

Res. Are you unhappy if you get nothing to do?

Donald Not really unhappy because I was the first one to play on any instrument.

Res. You like to be involved?

Donald Yes.

Res. Perhaps if there were more instruments we could have more boys and girls playing instruments.

Donald I wish we had thirty-seven.

Res.. Is that how many boys and girls are in your class?

Donald Yes.

Res. Do you ever make up little stories or tunes on your own?

Donald No, except for in "Space Ship."

Res. Didn't you get to make up a story this morning about the "Golliwog's Cake Walk?"

Donald Oh, yes.

Res. Didn't you like that?

Donald Yes, I said the Golliwog's were walking all over a birthday cake.

Res. Is that what the music said to you?

Donald Yes.

Res. Do you ever get to make up little tunes?

Donald By ourselves?

Res. Yes.

Donald No.

Res. Do you ever get to read from your music books?

Donald Sometimes.

Res. Is there anything else you would like to tell me about what you might do in music next day?

Donald No, not really.

Unit 6

Res. What do you generally do in your music class?

Donald Sing, sometimes we see a film strip.

Res. Which would you rather do?

Donald I'd rather see film strips.

Res. Would you?

Donald — I changed my mind.

Res. — Why did you change your mind?

Donald — I like the film strip because it is just like a movie.

Res. — What about singing and listening to records, you've changed your mind now?

Donald — Yes.

Res. — Do you know what caused you to change your mind?

Donald — No, it's just that the film strip we had today and last day was interesting.

Res. — But after you see the film strip do you want to go back over the same film strip?

Donald — No.

Res. — What do you think you will do in your next music class?

Donald — We might sing the "Three Bears."

Res. — That's right, you started that last day. You snapped your fingers to it. Do you like doing that?

Donald — Yes.

Res. — Would you prefer to do that?

Donald — No, not really, I think I like both.

Res. — That's nice, it's really nice to sing, isn't it?

Donald — Yes, and play instruments.

Res. — How about playing games?

Donald — Oh, yes, I like playing games. One day we played another game. Mrs. _____ played some music on the piano and we had to guess what song it was.

Res. — Did you put your hand up?

Donald — Yes.

Res. — Anything you want to tell me about music?

Donald — Not really.

Res. What would you think if all of a sudden it was decided to have no more music in school?

Donald I'd feel bad.

Res. Why?

Donald I like music.

Res. What is it you like about music?

Donald Coming in here for one thing.

Res. In the music room?

Donald Yes, and making the tape, then coming in here to watch it.

Res. You like that do you?

Donald Yes, to see if Renee always looks at the camera.

Res. Is she your girl friend?

Donald No, just a friend.

Res. Would you like it if they said you were not going to have any more music?

Donald No way.

Res. I hope you continue to feel that way about it. Anything you want to tell me about music?

Donald No.

Unit 7

Res. What do you generally do in music class?

Donald Sing songs, go up front and play instruments and watch film strips.

Res. What do you think you'll do in your next music lesson?

Donald Probably do some more songs and play instruments.

Res. What kind of songs do you like to sing?

Donald Space, pirates, and lots of other things.

Res. Flowers?

Donald I don't think we've had songs about flowers. My favourite kind of song is singing about Christmas.

Res. What about Hallowe'en, Valentine, or Easter songs?

Donald I like Hallowe'en songs, we sang a real scary one in October.

Res. Do you always understand what the teacher is asking you or telling you?

Donald Yes.

Res. Have you ever made up songs in music?

Donald No.

Res. Perhaps you would like to make one up about Father's Day or Mother's Day.

Donald Yes.

Res. Do you ever think about that?

Donald No, not really.

Res. Do you like music?

Donald Yes.

Res. Why?

Donald It's fun to listen to it, and it's fun to play.

Res. Anything else you want to say to me about music?

Donald No.

Unit 8

Res. What do you think you will do in your next music lesson?

Donald Probably sing the song we were doing today, "The Man of Galilee," and Mrs. _____ will probably play it on the guitar or piano, I don't know.

Res. Do you like that kind of song?

Donald Yes.

Res. Do you think you will listen to records?

Donald No, I don't think so next day.

Res. What would you like to do?

Donald Listen to the funny song that Elaine brought last day.

Res. Do you ever bring songs to sing?

Donald No.

Res. Anything else you think you will do?

Donald No.

Unit 9

Res. What do you expect to do in your next music class?

Donald Probably continue with our work sheets.

Res. Do you like working on the sheet?

Donald Yes.

Res. Would you like to do anything else?

Donald I would like to listen to records.

Res. Any record in particular?

Donald Elaine brought in a funny record last day. I would like to hear that.

Res. Anything else you would like to do?

Donald I would like to get back to playing the instruments.

Res. Any particular kind of song you would like to sing?

Donald "A Big Sea Hove in Long Beach."

Res. Anything else?

Donald No.

ERIC

Unit 1

Res. When you have your next music class with Mrs. _____, I'm going to be with your class and take pictures which we can show on the television screen. Do you think you will sing songs?

Eric Yes, maybe.

Res. What kind of songs do you think you will sing?

Eric I can't remember the name of the song.

Res. What kind of songs would you like to sing? Anything in particular?

Eric No.

Res. Do you think you will listen to records?

Eric Yes.

Res. What kind of records would you like the teacher to play? Marching music, or music about animals?

Eric Maybe animals?

Res. Do you ever get up and move around as you listen to the music?

Eric Sometimes.

Res. Do you like that?

Eric Yes.

Res. Do you ever play instruments in your music classes?

Eric Yes.

Res. What kind of instruments do you play?

Eric. Sometimes we play xylophones or glockenspiel.

Res. Do you like playing the instruments?

Eric Yes.

Res. Which instruments do you like best of all?

Eric The xylophone.

Res. Why do you like the xylophone?

Eric Because it is easy to play.

Res. Do you ever make up your own little tunes?

Eric Sometimes.

Res. Do you read your music from the music books?

Eric Yes, sometimes.

Res. Do you understand the music notes?

Eric Yes, most of them.

Res. Do you have anything you would like to tell me about your next lesson?

Eric No.

Unit 2

ABSENT

Unit 3

ABSENT

Unit 4

Res. What kinds of things do you generally do in your music class?

Eric Well, we learn about instruments, the piano and that. We learn about our music notes and we sing songs together.

Res. What do you like doing best of all in music class?

Eric Singing songs.

Res. Why?

Eric It is fun and I like it.

Unit 5

ABSENT

Unit 6

Res. What do you generally do in your music class?

Eric We usually sing, we learn to play instruments like the glockenspiel, and we learn different notes.

Res. What do you like best of all?

Eric Singing songs.

Res. Last day you had a record and saw a film strip about a family in the orchestra.

Eric The woodwind family.

Res. That's right. Do you like that kind of thing?

Eric Yes.

Res. Do you like it better than singing?

Eric Yes.

Res. Why do you like it better than singing?

Eric You get to sit down for a while, you don't have to move around.

Res. Don't you sit down when you're singing?

Eric Sometimes, but other times we get up and march around the room.

Res. Anything you particularly want to do in your next music class?

Eric I am not sure.

Unit 7

Res. What do you generally do in music class?

Eric Well we sing songs and we learn different music notes.

Res. Anything else, do you dance?

Eric Sometimes.

Res. Do you like that?

Eric. Yes.

Res. Do you play instruments?

Eric Yes.

Res. Do you like that?

Eric Yes.

Res. What do you like best of all?

Eric When we have film strips; that's what I like best of all.

Res. What kinds of songs do you like to sing?

Eric Sometimes folk songs.

Res. What about songs about people?

Eric Yes.

Res. What kind of people?

Eric Space people.

Res. Do you like singing songs about Father's Day?

Eric Yes.

Res. Have you ever made up a song about Father's Day or Mother's Day?

Eric No.

Res. Any other kinds of songs you sing?

Eric We sing Christmas songs, Hallowe'en songs and folk songs--I like folk songs.

Res. Why?

Eric Because sometimes there are rhymes to it, and they repeat the words over and over again.

Res. You like that?

Eric Yes.

Res. Anything else?

Eric No.

Unit 8

Res. What kinds of things do you think you will do in your next music lesson?

Eric We'll learn the second part of "The Man of Galilee."

Res. Do you like that kind of music?

Eric Yes.

Res. What kind of songs would you like to sing?

Eric Newfoundland folk songs.

Res. Are you learning one now?

Eric Yes.

Res. What is its name?

Eric The Ode to Newfoundland.

Res. Do you think you will listen to records or watch a film next day?

Eric I'm not sure, we might play instruments.

Res. Of all the activities which would you like to do?

Eric Singing and learning different notes.

Res. Do you understand them?

Eric Yes, because I'm learning to play the trumpet.

Res. Do you like learning the trumpet?

Eric Yes.

Unit 9

Res. What do you usually do in music?

Eric We started singing folk songs a couple of weeks ago.

Res. Do you like folk songs?

Eric Yes.

Res. Do you like them better than other songs?

Eric It depends upon what kind of song it is.

Res. Think you will do anything else?

Eric We might have a film.

Res. Which would you rather do?

Eric It doesn't really matter to me.

Res. What do you like best of all?

Eric Having film strips.

Res. Why is that?

Eric Well, we don't have them very often.

Res. What would happen if you had them often?

Eric Then they wouldn't be that interesting, we've only seen the woodwinds and the strings.

Res. Would you like to learn about the other families?

Eric Yes.

Res. What would you like to learn about them?

Eric About the instruments because when we get to the brasses there would be trumpets.

Res. Why are you interested in trumpets?

Eric I'm learning to play the trumpet.

Res.1 Anything else you would like to have next day?

Eric I would like to learn another folk song.

FLORA

Unit 1

Res. You're going to have music with Mrs. _____ on Monday and I'm hoping to come out and be with you and put you on the T.V. screen. Do you think you will sing songs in your music class?

Flora Yes, we always do.

Res. What kind of songs will you sing?

Flora Me, just by myself?

Res. No, you and your class.

Flora We sing space ship songs, we are just learning one now.

Res. What kind of songs would you like to sing?

Flora Lullabies.

Res. Why do you like lullabies?

Flora Because I can play them on the piano.

Res. Do you think you will listen to records in your next class?

Flora I don't know, we don't play records that often.

Res. If the teacher put on records for you, what kind would you like to hear?

Flora I don't know.

Res. Would you like to move to the music on the records? Do you ever go up to the front of the classroom and move around?

Flora No. We play the instruments.

Res. What instruments do you like?

Flora Piano.

Res. You like piano best of all. What other instruments do you like?

Flora That's about it!

Res. Do you like any of the instruments in the music room?

Flora Yes.

Res. Which ones do you like?

Flora Cymbals.

Res. Do you ever use music books for your songs?

Flora Yes.

Res. Do you understand the music notes in your music books?

Flora Yes.

Res. Very good, you understand half notes, quarter notes, etc. You know that because of your music class?

Flora Yes.

Res. Is there anything you want to tell me about your next class?

Flora I can't think of anything.

Res. Very well. Let's stop for today.

Unit 2

Res. What kinds of things do you think you will do in your next music lesson?

Flora Singing.

Res. Anything else?

Flora The hand signs.

Res. Do you like learning the hand signs?

Flora A lot.

Res. Why do you like learning the hand signs?

Flora Because _____ School is over there, they don't learn the hand signs and I teach my best friend to do them.

Res. How many hand signs do you know?

Flora This is doh; this is re; this is mi; and this is fa. This is la, and the high doh is there like that.

Res. Do you think you will play instruments?

Flora I don't know. Sometimes I bring my music book and Mrs. _____ asks me to play the piano.

Res. I hope I get to hear you play the piano.

Flora I'll bring it next day if you want me to bring it.

Res. That will be nice. What about records, do you think you will listen to records?

Flora Not really.

Res. Did you never listen to any records?

Flora Just one, maybe two.

Res. Do you think you will get to make up any little tunes?

Flora I don't know.

Unit 3

ABSENT

Unit 4

Res. What kinds of things do you usually do in music class?

Flora Well, we play the instruments and sing songs.

Res. What would you like to do in music?

Flora I like to sing songs like we had yesterday.

Res. So Mrs. _____ always does the things you like to do. Even listen to records?

Flora That was our second record that we listened to.

Res. What was your first one?

Flora I forget.

Res. Do you like listening to records?

Flora Yes.

Res. What do you like about it?

Flora The music.

Res. Do you always learn something?

Flora Yes.

Res. Do you ever use your music books to sing your songs?

Flora Sometimes, we usually use papers.

Res. Do you understand the notes?

Flora Yes.

Res. Oh, yes, you take piano lessons. Is there anything you really like to do in your next music class?

Flora No.

Unit 5

Res. What do you think you will do in your next music class?

Flora We might listen to another record.

Res. So far you've been singing songs, playing instruments, watched a film, listened to a record, moved to the music, what do you like doing best of all?

Flora Singing the songs.

Res. Do you like doing the other things?

Flora No.

Res. Did you like the record this morning?

Flora No.

Res. Why?

Flora It was kind of funny.

Res. The best thing you like is singing. Do you like playing the instruments?

Flora Not that often, I don't like it.

Res. What do you generally do in your music?

Flora Sing.

Res. That makes you happy.

Flora Yes.

Unit 6

Res. What do you generally do in your music classes?

Flora Well, the last few days we have been watching film strips and listening to records.

Res. Which would you rather do?

Flora Both of it.

Res. Do you like these activities as well as singing?

Flora Yes.

Res. Do you like it better than singing?

Flora No.

Res. Do you like singing better than film strips?

Flora Yes.

Res. What else do you like?

Flora I don't know.

Res. What other things do you think you will do in your next music class?

Flora We might listen to a record that Glen brought.

Res. What is the name of it?

Flora I don't know.

Res. Do you think you will play instruments?

Flora Yes.

Unit 7

Res. What do you generally do in your music class?

Flora Well, you always get me on the T.V.!

Res. You like being on T.V. What else do you like doing in music?

Flora Learning French.

Res. You like learning French, do you understand the words?

Flora Yes.

Res. Anything else you like in music?

Flora Singing.

Res. What do you think you will do next day?

Flora I don't know.

Res. What would you like to do?

Flora Sing.

Res. What kind of song?

Flora A French song.

Res. Would you like to play an instrument?

Flora Not really, just the piano.

Unit 8

Res. What kinds of things do you think you will do in your next music lesson?

Flora Sing that French song again.

Res. Do you like the French song?

Flora Yes, a lot.

Res. What do you like about it?

Flora I like the French words.

Res. What other things do you think you will do in your lesson?

Flora I don't know.

Res. Do you always understand Mrs. _____ when she is explaining about the notes?

Flora Yes.

Res. Is there anything you want to tell me about your music?

Flora No.

Unit 9

Res. What do you expect to do in your next music lesson?

Flora Sing folk songs again.

Res. Do you like folk songs?

Flora Yes.

Res. What do you like about folk songs?

Flora The music.

Res. Do you think you will do anything else?

Flora I don't know.

Res. What would you like to do if you could only do one thing?

Flora Sing.

Res. Is there anything else you would like to do next day?

Flora No.

Res. Is there anything you want to tell me about music?

Flora No.

# APPENDIX K

## STIMULATED RECALL INTERVIEWS

AMY

Unit 1

Res. What were you thinking right there?

Amy Of singing.

Res. What were you thinking about singing?

Amy Of the songs.

Res. What kind of songs?

Amy The songs we were singing in class.

Res. Why have you put up your hand?

Amy To play an instrument.

Res. Do you like playing the instruments?

Amy Yes.

Res. Why do you like to play the instruments?

Amy They're fun.

Res. Now what's wrong?

Amy I have an itchy back. See, I told you I was always itchy.

Res. Do you have that all the time?

Amy Usually in my back.

Res. Now what are you doing?

Amy Singing again.

Res. What else are you doing?

Amy Clapping.

Res. Why are you clapping?

Amy To the music.

Res. Do you do that very often?

Amy Not very often but we do it sometimes.

Res. What are you thinking? What things are on your mind right there? You're talking to somebody, what are you talking about?

Amy I forget.

Res. Do you like that song? Is that one of your favourite songs?

Amy Yes.

Res. Why do you like it?

Amy You jog.

Res. Oh, you like moving to it, do you? And do you know any other song like that?

Amy No.

Res. Who is that little boy?

Amy Jason Garrett.

Res. Why have you put up your hand?

Amy To play the instrument.

Res. Is it fun?

Amy Yes, I like playing the instruments.

Res. Are you left-handed?

Amy Yes, sometimes I can use my right hand.

Res. Now, what's happening?

Amy They're clicking their tongues.

Res. Do you like that?

Amy Yes.

Res. Why do you like that?

Amy I don't know.

Res. When you're in your music lesson, do you ever think about anything else?

Amy About playing games.

Res. Where?

Amy In the gym.

Res. Do you ever think about the music?

Amy Yes, about playing a game in music.

Res. Why did you play the instrument?

Amy Because I had my hand up.

Res. Do you always understand what the teacher is asking you to do?

Amy Sometimes I can't understand the words but after I get used to them I do.

Unit 2

Res. Now then, Amy, we've watched this tape, now we are going to watch it again. Do you always sit like that with your hands folded?

Amy Yes.

Res. Why is that?

Amy Because if I'm singing or doing something I don't fool around.

Res. That's a good answer, do you always pay attention to the teacher? You look as if you do, as if you listen. What are you doing right now?

Amy I'm scratching my finger.

Res. Why?

Amy Because it was itchy.

Res. Last day your back was itchy. Now Mrs. _____ is asking you about the taa's and the ti-ti's, do you understand that?

Amy Yes.

Res. Can you tell me something about them?

Amy Taa is short and ti-ti is long.

Res. Are you sure about that? I thought taa was long and ti-ti short.

Amy That's right, taa is long and ti-ti is short.

Res. Why have you your hand up now?

Amy To answer.

Res. Did you know the answer?

Amy Yes.

Res. You're talking now, what are you saying?

Amy Taa - rest.

Res. Now what are you going to do?

Amy Clapping.

Res. Why are you clapping?

Amy Because Mrs. _____ asked us to clap.

Res. Do you like clapping?

Amy Yes.

Res. What is it you like about it?

Amy It is fun.

Res. Would you rather sit there like this?

Amy No, I would rather clap.

Res. You would rather clap. In your class you were playing a game, Team I and Team II. Do you like playing games in music?

Amy Yes, they're fun.

Res. Would you like it if you were always losing, or do you like to be on the winning team?

Amy I like to be on the winning team.

Res. Why?

Amy Sometimes I like losing and sometimes I like winning. Depends what kind of game it is.

Res. Why do you think Paula is looking at you?

Amy I don't know.

Res. Now your head is itchy!

Amy I'm having my birthday, Saturday.

Res. What are you going to do?

Amy I don't know.

Res. Don't know! Where are you going?

Amy McDonald's!

Res. Are you going to have a party?

Amy Yes.

Res. Good. What are you doing now? What are you thinking?

Amy I don't know.

Res. Do you ever think about anything when you're in your music?

Amy Singing.

Res. What do you think about your singing?

Amy I think about what Mrs. _____ is saying.

Res. Do you ever think anything about music?

Amy Yes.

Res. You tell me about it.

Amy All kinds of stuff.

Res. All kinds of stuff. Like what?

Amy I don't know.

Res. Do you like looking at this tape?

Amy Yes.

Res. Why?

Amy It's nice.

Res. Everything Mrs. _____ asks you to do you do. Are you like that all the time ?

Amy Yes.

Unit 3

Res. Why are you wearing that little red hat on your head?

Amy It's yellow! I'm wearing it because it was my birthday on Sunday, and if it was our birthday on Sunday we can wear the hat on Monday.

Res. Why did you take it off now?

Amy Because I didn't want it on.

Res. Oh, I see. You're looking around, why?

Amy I don't know.

Res. Do you turn around very often?

Amy Sometimes.

Res. What are you thinking about right now?

Amy About singing songs.

Res. What songs do you like to sing?

Amy If it's Valentine's Day I like singing Valentine's songs and stuff like that.

Res. Anything else?

Amy No.

Res. Do you ever have any other thoughts in your mind?

Amy No.

Res. You always think about music?

Amy Yes.

Res. Do you ever think about music any other time?

Amy Sometimes.

Res. When?

Amy In my other classes, and when I was home.

Res. What did you think about it?

Amy I don't know.

Res. Now, you're looking at your paper. You're learning to read music, you're following the taa's and the ti-ti's, do you like that?

Amy Yes.

Res. What do you like about it?

Amy It's fun.

Res. What's fun about it?

Amy I like doing it.

Res. Any other reasons?

Amy No.

Res. Do you understand the taa's and the ti-ti's?

Amy Yes, I understand everything.

Res. Why have you got your hand up?

Amy I knew the answer.

Res. When you don't put your hand up does that mean you don't know the answer?

Amy Yes. Sometimes I know the answer and I don't bother putting my hand up.

Res. Why?

Amy Because I don't want to.

Res. Why don't you want to?

Amy Because sometimes it's right and you think it is wrong.

Res. Now you're clapping and looking down at the paper, why?

Amy Because that was on my paper.

Res. It told you when to clap. What did it say? Clap, clap, clap, is that what it said?

Amy No.

Res. What did it say?

Amy I forget.

Res. Would you rather be outside playing?

Amy No.

Res. You'd rather be in school?

Amy I like school.

Res. Do you? Why?

Amy I like doing work and stuff like that.

Res. Isn't that nice. What do you like best about singing?

Amy Playing games with music.

Res. Anything else you like doing in music?

Amy Yes, I like everything in music.

Res. What about the instruments? Which one do you like best of all?

Amy The wood block and the drum.

Res. Why?

Amy Because they're fun to play.

Res. Do you understand the time names? You're saying them there.

Amy Yes.

Unit 4

Res. You have just had your music class, did you enjoy it today?

Amy Yes.

Res. What did you enjoy about it?

Amy The "Statue Song."

Res. You also like playing games, don't you?

Amy Yes.

Res. Do you know what I thought about when I heard you singing the "Statue Song?"

Amy No.

Res. Do you know the little girl who is always itchy?

Amy No.

Res. Don't you really know who itches?

Amy Yes, me.

Res. You're sitting up so nicely with your hands folded, are you listening to Mrs. _____?

Amy Yes.

Res. Are you thinking about anything?

Amy No.

Res. Nothing, your mind is a blank?

Amy I was just listening.

Res. Anything in your mind about music?

Amy No.

Res. Why are you sitting forward on your chair? Now you're sitting back again, why were you sitting forward?

Amy Because I was looking at the music teacher.

Res. I see, you were looking to see what was happening. Your class is playing the rhythm game. Mrs. _____ plays a rhythm on the shoulder of the first child in the row and he/she passes it on to the next child's shoulder. Oh, Brian has it now! Who is to receive the rhythm now?

Amy Me!

Res. You knew it, isn't that grand! Were you pleased?

Amy Yes.

Res. Are you always pleased when you know the answer?

Amy Sometimes.

Res. It doesn't bother you other times?

Amy No.

Res. You don't mind whether you're right or wrong?

Amy No.

Res. You didn't do much singing in your music class today?

Amy No.

Res. Would you prefer to sing or play a game?

Amy Both of it.

Res. But if you had to choose one or the other, which one would you choose?

Amy Singing.

Res. You'd rather sing, why?

Amy I don't know.

Res. The rhythm is in the second line coming this way. It's on its way to _____?

Amy Paula.

Res. When the rhythm is being passed along, are you saying the pattern in your own mind?

Amy Yes.

Res. Now you're singing a song. You're learning it line by line. Mrs. _____ sings the line and then the class repeats it, is that how you always learn your songs?

Amy Yes.

Res. Is there anything you want to tell me about your music class today?

Amy No.

Res. Was this one of your favourite lessons or would you rather do more singing?

Amy This is just as good as singing.

Unit 5

Res. A little boy is talking to you, what is he saying?

Amy I don't know.

Res. What is his name?

Amy Deon.

Res. Does he usually walk about the class like that?

Amy No.

Res. What was he saying there, have you any idea?

Amy No.

Res. You weren't listening!

Amy No.

Res. Mrs. _____ has some puppets, she is using them in class, do you like them?

Amy Yes.

Res. What did you like about them?

Amy They were nice.

Res. Did you sing or did the puppets sing?

Amy We sang.

Res. Who told you what to sing?

Amy The puppets.

Res. Yes, the sol and the mi puppets. Do you like that kind of activity?

Amy Yes.

Res. It is almost like a game and you like games. Now you have your hand up to answer the question, did you know the answer?

Amy Yes.

Res. Why are you watching your paper right now?

Amy Because Mrs. _____ is going to say something.

Res. About _____?

Amy The taa's, taa-aa's, and the ti-ti's.

Res. Do you like doing that?

Amy Yes.

Res. Would you rather do that than play instruments?

Amy I like doing all of it.

Res. Now you have your hand up again, why?

Amy Because I wanted to play an instrument.

Res. You really enjoy playing the instruments, do you get to play them very often?

Amy Sometimes.

Res. Do you like playing the instruments?

Amy Yes.

Res. Better than singing?

Amy It's all right.

Res. Is there anything you want to tell me about your lesson today?

Amy No.

Res. Did you like it or not like it?

Amy I liked it.

Res. Did you like it better than singing?

Amy I liked all of it.

Unit 6

ABSENT

Unit 7

Res. During your music class today you sat in a circle on the floor. Which do you prefer, to sit in your seat or on the floor?

Amy I like both of it.

Res. Here we are, at the beginning of the class, what are you thinking?

Amy I'm thinking about music.

Res. What were you thinking about music?

Amy I was listening to Mrs. _____, what she told us to do!

Res. During your music class did you think of anything else?

Amy No.

Res. Now you're playing a game, "Passing the Magic Penny," did you like that game?

Amy Yes, I like that game a lot.

Res. Why did you like that game?

Amy Because you can pretend that you've got the penny.

Res. Brian is standing near you, what are you thinking right now?

Amy I was wondering if Brian would come to me.

Res. Did you want Brian to come to you?

Amy Yes.

Res. Why did you want Brian to come to you?

Amy He's asking me now.

Res. Why did you want Brian to come to you?

Amy Because I like fooling people!

Res. You have just passed the penny in the song, what did you think about at that point?

Amy Just about passing the penny.

Res. Now, some boys and girls have the puppets on their hands, what did you think about that?

Amy It was nice.

Res. Would you like to use the puppets sometime?

Amy Yes.

Res. Do you understand the puppets?

Amy Yes.

Res. Is there anything you want to tell me about your music today?

Amy No.

Res. What did you like best of all about your music class today?

Amy Playing the game.

Unit 8

Res. There you are in your music lesson with your hands folded, what are you thinking about?

Amy I was listening.

Res. Do you ever think about other things in music?

Amy No, when somebody says something if it is important I listen and if it is not important I still listen.

Res. I see, always listening. Are you like that in all your classes?

Amy Yes.

Res. Can you always answer the questions Mrs. _____ asks?

Amy If they are easy I can answer them, or if they are a little hard I can answer them.

Res. Do you understand all of Mrs. _____ questions?

Amy Yes.

Res. Do you understand what Mrs. _____ is teaching you?

Amy Yes.

Res. Now you're standing up, why?

Amy Because Mrs. _____ wants the whole class to stand up and do something with the song.

Res. You're pretending to be marching, do you like that?

Amy Yes.

Res. Now you're singing the song "I Can Sing," what kind of song do you like best of all?

Amy "I Can Sing" and "The Number Song."

Res. Is there anything you want to tell me about your music lesson today?

Amy No, it was okay, I liked it a lot.

## BRIAN

Unit 1

Res. What are you thinking right there?

Brian I don't know.

Res. What were you thinking when the teacher was talking and asking you to sing?

Brian I don't know.

Res. What are you thinking now?

Brian I don't know.

Res. Why are you looking around and clapping your thighs?

Brian I don't know.

Res. Did the teacher ask you to do that?

Brian Yes.

Res. Do you like doing that?

Brian Yes.

Res. When you're in music do you ever think about anything else?

Brian No.

Res. Do you ever think of being outdoors, in the gym, home with mommy?

Brian No.

Res. What do you think about?

Brian Nothing.

Res. What are you thinking now, when Mrs. _____ gave you the wood block?

Brian About the beat she told me to play.

Res. That's good, that's the kind of answer I want. What are you thinking now? Do you see what you're doing?

Brian I don't know.

Res. What are you doing now?

Brian Moving on a pony.

Res. Do you like that?

Brian Yes.

Res. What are you thinking about there?

Brian The song.

Res. What are you thinking about the song?

Brian I don't know.

Res. What are you thinking now, look at your little hand?

Brian I don't know.

Res. Thinking about Santa Claus?

Brian No.

Res. What are you thinking about?

Brian Nothing.

Res. Do you like music?

Brian Yes.

Res. Is it one of your favourite subjects?

Brian Yes.

Res. What is your favourite subject?

Brian I don't know.

Res. All the other students are standing and you're sitting, why are you sitting?

Brian I don't know.

Res. Are you tired?

Brian No.

Res. Now you're standing up, you want to jig and jog! Look, now you're sitting down again. Now you're up again. Were you thinking about anything else in music class?

Brian No.

Unit 2

Res. Can you tell me why you put up your hand?

Brian Because the teacher asked us something.

Res. Did you know the answer?

Brian Yes.

Res. What are you doing now?

Brian I don't know

Res. Oh, Brian! Do you remember our little talk last day? No more

"I don't know" for an answer! What are you thinking about right now?

Brian Maybe of what I'm doing.

Res. What you're doing in music?

Brian Yeah!

Res. When you're in music do you ever think about anything else?

Brian Sometimes.

Res. What do you think about sometimes?

Brian About singing songs but I never _____.

Res. You were going to sing songs, but you never? Do you ever think about anything else?

Brian No.

Res. About hockey or anything like that?

Brian No.

Res. Somebody is putting their fingers in their mouth and I can see a little boy putting his hands over his knees.

Brian So can I.

Res. Do you know who it is?

Brian I don't know.

Res. That little boy right there, do you know that little boy?

Brian Yeah, it's me!

Res. Yes, why do you think you were doing that?

Brian I don't know.

Res. Why are you clapping right now?

Brian I'm clapping the beat.

Res. You're clapping the beat, who asked you to clap?

Brian Mrs. _____.

Res. Do you like doing that?

Brian Yes.

Res. What do you think about when you're clapping?

Brian What Mrs. _____ asked us to do.

Res. Very good. She's asking you to clap the taa's and the ti-ti's. Do you understand them?

Brian Sometimes.

Res. You've got your hand up, why?

Brian I know what the question is. Look at Clara--Clara is standing on her seat.

Res. Would you do anything like that?

Brian No.

Res. In any of your classes would you do anything like that?

Brian Of course not!

Res. Would you get up out of your seat?

Brian Yes.

Res. You would?

Brian I have to when I leave music!

Res. So you do. What are you doing now? Now you're out of your seat altogether, you're going away.

Brian Yeah, that's when we had to change seats.

Res. Why did you have to change seats? Were you naughty?

Brian No, Stephen was naughty.

Res. What did he do?

Brian Oh, he was folding paper, not listening and all of that.

Res. Do you think it is nice to do things like that?

Brian No.

Res. You would never do anything like that, would you?

Brian No!

Res. Why were you talking to that little girl?

Brian I don't know.

Res. What are you doing now, why did you do that?

Brian I don't know.

Res. Do you know that little girl?

Brian Yes.

Res. Some little boy is talking! What were you thinking then?

Brian I'm not sure.

Res. Who is that little boy?

Brian Me!

Res. Why are you putting your hand in your mouth like that? Any reason?

Brian I don't know.

Res. Now a little boy has his hand up by his nose, his cheek, do you know his name?

Brian Brian.

Res. Why do you think you're doing that?

Brian I'm tired.

Res. Why would you be tired?

Brian I don't know.

Res. What do you think about that picture?

Brian What's Andrew doing putting his hands out like that?

Res. Isn't he acting out the song?

Brian Oh, yes.

Unit 3

Res. In this lesson you were learning all about the taa's and the ti-ti's, do you understand them?

Brian Sometimes.

Res. What do you understand about them?

Brian Mrs. _____ tells us what to say.

Res. Is it written on the paper?

Brian Yes.

Res. You understand the symbols on your paper?

Brian Yes.

Res. Mrs. _____ asked a question and you didn't put up your hand, was that because you didn't know the answer?

Brian Yes.

Res. Do you know the answer sometimes and not put up your hand?

Brian I always put up my hand if I know the answer.

Res. Why did you turn your paper around?

Brian Because you had to.

Res. Why?

Brian Because you had to go to page two and page two was on the bottom.

Res. Did you understand everything on the paper?

Brian Most things.

Res. Was there anything you didn't understand?

Brian A couple of things.

Res. Like what?

Brian The words.

Res. You couldn't read all the words? What kind of words were they?

Brian The words of the song, "Ha Ha This-a-way."

Res. You didn't understand them when they were written down?

Brian No.

Res. Do you always sing when Mrs. _____ asks you to sing or do you just sit there and not sing?

Brian Most times I sing.

Res. But sometimes you don't, why?

Brian I don't know.

Res. Do you like working from your paper or would you prefer to sing more songs?

Brian I like doing everything that Mrs. _____ tells us.

Res. Would you like to sing more songs?

Brian We sang after.

Res. Yes, you did, just before you returned to your classroom.

Brian One or two.

Res. And you also got to say the time names by yourself.

Brian Yes.

Res. Mrs. _____ asked a question then but you didn't put up your hand.

Brian No, because I didn't know the answer.

Res. You're turning around right now, why?

Brian I was looking at what Mrs. _____ was doing.

Res. Why did Mrs. _____ go over to you then?

Brian Because I didn't know one or two time names.

Res. Now she's got you saying them out loud. Do you like saying them out loud by yourself?

Brian Yes, when I know them.

Res. You're singing the time names now, do you like that?

Brian Yes.

Res. Which would you rather do, sing them or say them?

Brian I like singing and saying them.

Res. Now you're moving to the music.

Brian We're <u>marching</u>.

Res. Do you like that?

Brian I told you that already, I like doing everything.

Unit 4

Res. Why are you sitting forward on your chair?

Brian Because I was looking at the blackboard.

Res. What was on the blackboard?

Brian We were learning our time names and they were written on the blackboard.

Res. After learning your time names Mrs. _____ started a game, she tapped a rhythm pattern on the shoulder of the first person in the row and each child, in turn, had to pass it on. Do you like that kind of game?

Brian Most times.

Res. Would you rather sing songs?

Brian I like doing everything that Mrs. _____ asks me to do.

Res. Do you?

Brian Yes.

Res. Everything? Now you are watching for your turn to pass the rhythm on. Do you understand your time names?

Brian I'm getting to know them, I understand some but I don't understand others.

Res. You're learning them.

Brian Yes. You know who I am watching now?

Res. No.

Brian Bradley and Jason.

Res. They're acting up, you never do that, do you?

Brian No.

Res. You're a good little boy.

Brian What's happening to the T.V.?

Res. I'm moving it around the class and then back to Brian! Who's doing the rhythm pattern now?

Brian I am.

Res. Are you pleased with yourself?

Brian Yes.

Res. Yes, because you got it right. Now you're passing it on, you like that. Now you're watching what's going on in the next row.

Brian Yes, Mrs. _____ told us to watch.

Res. That's right. This is where you're learning the song the "Statue Game." Mrs. _____ sings a line and then the class repeats it.

Brian Yes.

Res. Is that the way you learn all of your songs?

Brian Some. Look at buddy back there, he can't stand still.

Res. You would never do that would you?

Brian No.

Res. Some songs you learn by listening to Mrs. _____ singing a line and then you repeat it, how do you learn your other songs?

Brian Mrs. _____ sings the whole song and then we repeat it all.

Res. Do you learn songs any other way?

Brian No, only two ways.

Res. Is there anything you want to tell me about your music class today?

Brian No.

Res. Did you like your lesson?

Brian Yes.

Res. Would you rather do more singing and play instruments?

Brian I like all my music classes.

Unit 5

Res. What is that little boy saying to you?

Brian That's Deon, I never knew he was behind me.

Res. You didn't answer him then?

Brian Yes.

Res. Do you ever do things like that?

Brian No.

Res. What's happening in music right now? You're sitting there and you're listening to Mrs. _____, what is she saying?

Brian About the sol and mi, the names.

Res. Mrs. _____ had hand puppets for sol and mi.

Brian Somebody's mother in grade 2 made them.

Res. Do you like the hand puppets?

Brian Yes.

Res. What did you do when she held them up?

Brian We had to sing when sol or mi closed his hand. In kindergarten we had two stocking puppets.

Res. Who made them for you?

Brian Mrs. _____.

Res. Can you sing sol?

Brian (Sings sol.)

Res. Now sing mi.

Brian (Sings mi on same note as sol!)

Res. Do you understand sol and mi?

Brian Yes, I pay attention. You should see Deon, he doesn't. (Notices a boy leaving the room.) Every time Stephen comes to music he wants to use the bathroom at the beginning of the class.

Res. Mrs. _____ knew that today.

Brian Yes, she's not going to let it happen anymore!

Res. Why are you looking at your paper?

Brian Mrs. _____ asked us to follow along.

Res. What are you following along, pictures?

Brian No, steps.

Res. Do you understand?

Brian Most of them.

Res. Now you're playing the tambourine, do you like playing the tambourine?

Brian Most times.

Res. What pattern did you play today, taa, taa, taa, taa?

Brian No, ti-ti, ti-ti, taa, taa.

Res. You played that pattern to a record, did you like the music on the record?

Brian Yes.

Res. Do you enjoy clapping your hands and snapping your fingers?

Brian Yes.

Res. Anything else you liked about it? Why are you moving back and forth now?

Brian Because you had to with the music.

Res. What are you doing now?

Brian We are supposed to touch our shoulders. Look, buddy is touching his knees.

Res. Brian is getting ready to play his tambourine. Is there anything you want to tell me about your music lesson today?

Brian No.

Unit 6

Res. You had an interesting music lesson today, what did you do?

Brian We had the telephone game.

Res. Did you do anything before the game?

Brian Yes, we had our music sheets. I gave them out!

Res. Just look at yourself, you look so thoughtful, what are you thinking?

Brian I'm just listening.

Res. Do you like helping out the teacher?

Brian Sometimes and sometimes I don't.

Res. You don't like it sometimes? Why don't you like to give them out sometimes?

Brian I don't know.

Res. You don't like giving them out sometimes, is there anything else you don't like doing in music?

Brian No.

Res. You told me you liked everything about music and now I find something you don't like!

Brian I like everything about singing.

Res. But the song sheets are about singing, you have the time patterns on the sheets and you have to sing the patterns.

Brian But <u>giving out</u> the papers is not singing, I like singing.

Res. Were you thinking about anything today other than music?

Brian No.

Res. You were thinking about music all the time?

Brian I was thinking about what we were doing in music.

Res. You didn't actually sing songs today, would you rather sing songs?

Brian Sometimes I would and sometimes I wouldn't.

Res. When do you not want to sing?

Brian I don't know.

Res. I thought you liked singing?

Brian Yes, I do.

Res. Are there any kind of songs you don't like singing?

Brian I like singing, and I like singing all the songs.

Res. You are reading the time patterns now, do you like that?

Brian Yes.

Res. Do you think you're learning about music when you do that?

Brian Yes.

Unit 7

Res. You are changing your place right there, why do you think Mrs. _____ had you change your place?

Brian I don't know.

Res. Now where are you going?

Brian To the corner.

Res. What are you going to do in the corner?

Brian We're going to play a game.

Res. You're looking into the corner now, you have to do this to play the game. Do you think you'll be looking in the corner when we go back with the camera?

Brian I'm not sure.

Res. We'll see now. Did you like playing this game?

Brian Yes.

Res. Do you like playing a game better than singing, listening to a record, etc.?

Brian I like everything, I told you that last time. You always ask that question.

Res. Now, which way are you looking?

Brian I'm peeping!

Res. Now you're coming back to the class . . .

Brian I'm trying to find the penny.

Res. Oh, what have you got on your hand?

Brian A puppet.

Res. Which puppet were you?

Brian Mi.

Res. Did you like being mi?

Brian Yes.

Res. You did a lot of things today, did you understand everything?

Brian Most things.

Res. What did you not understand?

Brian I forget.

Res. Do you like being asked to do things or would you rather that Mrs. _____ asked somebody else to do things?

Brian I like doing things.

Res. Now you're putting up mi.

Brian I can see somebody who didn't put up his puppet.

Res. Is there anything you want to tell me about your class today?

Brian No.

Res. Did you think about anything in your class?

Brian I was thinking about what we were doing.

Unit 8

Res. How did you like your lesson today?

Brian It was fine.

Res. You're snapping your fingers now, why?

Brian To keep the beat.

Res. Who asked you to do that?

Brian Mrs. _____.

Res. You always do what Mrs. _____ asks you to do?

Brian Yes sir!

Res. Why?

Brian Because if not I might be put in a corner or something.

Res. You don't like that?

Brian No.

Res. Did you like playing the tone block today?

Brian Yes. Look, she had two instruments.

Res. Do you like the "Rumba" song you're singing now?

Brian Yes.

Res. What did you like about it?

Brian It's fun.

Res. Did you like the words of the song or because you got to play an instrument?

Brian I like counting.

Res. You must like arithmetic.

Brian I can go right up to nine hundred!

Res. You can! Aren't you a big boy. Now you're singing, "I Can Sing," do you like that song?

Brian Yes.

Res. Better than the "Number Rumba?"

Brian I don't know.

Res. Which one would you prefer?

Brian I like both of them.

Res. But don't you like one better than the other?

Brian No.

Res. Is there anything you want to tell me about your class today?

Brian No.

Res. Were you thinking about anything else other than music?

Brian No, all I think about is what we're doing.

Res. You always seem to be paying attention to Mrs. _____. Do you understand everything she asks you?

Brian Yes.

CLARA

Unit 1

ABSENT

Unit 2

ABSENT

Unit 3

ABSENT

Unit 4

Res. Mrs. _____ is over at the end of the row, she is going to pass the rhythms along, from one person to the next, on their shoulder, do you like doing that?

Clara Yes.

Res. What do you think about it?

Clara I don't know.

Res. When you were doing it what were you thinking about?

Clara I was trying to remember the time name of the pattern.

Res. Do you ever think about anything else when you're in your music class?

Clara Sometimes I think about playing.

Res. Playing outdoors or on the instruments?

Clara We got a piano at home and sometimes I think about playing on that.

Res. What are you thinking right now, just before you get the rhythm?

Clara I'm trying to remember what it is.

Res. Yes, because you're going to have to clap it, aren't you?

Clara Yes.

Res. Did you get it right? Let's watch you. Yes, you got it right. What was the pattern?

Clara Ti-ti, ti-ti, ti-ti, taa.

Res. Do you like playing that kind of game in music?

Clara Yes.

Res. Would you rather sing?

Clara I like to do both of it.

Res. If you had to choose a game or sing which would you rather do?

Clara Sing.

Res. Why would you rather sing?

Clara I don't know, I guess it is because I like music.

Res. What do you like best about music?

Clara Learning songs and playing instruments.

Res. You sit upon your feet a lot, why do you do that?

Clara I don't know.

Res. Is there anything you want to tell me about your music class today?

Clara No.

Unit 5

Res. What is the name of the little boy talking to you?

Clara Deon.

Res. What was he saying?

Clara I forget.

Res. Was he supposed to be talking while Mrs. _____ was teaching? Did you answer him?

Clara No.

Res. What's happening now?

Clara Mrs. _____ is putting on the hand puppets and then we are going to sing.

Res. Do you like singing with the puppets?

Clara Yes.

Res. What do you like about it?

Clara It is fun to do.

Res. Now you are reading with your fingers on the paper, what is it you are reading?

Clara Music.

Res. What music?

Clara I don't know.

Res. Mrs. _____ asked you to put your fingers on the paper and you didn't put them on, why?

Clara I don't know.

Res. Now I see a little girl talking to Deon behind her, what did you tell him?

Clara I told him to stop kicking my chair.

Res. Now you have your hand up, and you're standing up, why?

Clara Because I wanted to play the instruments.

Res. Do you like to play the instruments?

Clara Yes.

Res. Did you like your lesson today?

Clara Yes.

Res. Is there anything else you would like to tell me about your class today?

Clara No.

Unit 6

Res. Your music lesson was different today, wasn't it?

Clara Yes.

Res. You didn't do what you generally do, what was different about it?

Clara Every time we enter the music class we don't listen to records and we don't clap.

Res. Did you like working with the work sheets?

Clara Yes.

Res. Which would you prefer to do? Work with the work sheets, play records, watch a film strip, play instruments, or sing?

Clara Sing.

Res. If Mrs. _____ said there was to be no more music, would this make you happy?

Clara No.

Res. Why?

Clara Because I like music.

Res. What is it you like about music?

Clara Lots of things.

Res. What things?

Clara I like singing new songs and learning new instruments.

Res. You helped giving out the work papers today, did you like that?

Clara Yes.

Res. Would you rather not give them out?

Clara No.

Res. What were you thinking about when you gave out the work sheets?

Clara Nothing.

Res. Do you ever think about anything in music other than music?

Clara I sometimes think about what I'm going to do.

Res. So you don't always think about music?

Clara No.

Res. What are you thinking right now? You're sitting forward and yawning, why are you yawning?

Clara I don't know, perhaps because I'm sleepy.

Res. Why would you be sleepy in music?

Clara I don't know.

Res. You haven't got enough work to do, is that it?

Clara I don't know why it is. I guess music is tiring.

Res. Now you have your hand up, is that to answer Mrs. _____ question?

Clara Yes.

Res. You knew the answer. Do you always know the answer?

Clara Not all the time. A minute ago when they raised up their hands I didn't know it then.

Res. Do you like to answer the question? You're standing up now, is this because you want Mrs. _____ to notice you and ask you the question?

Clara Yes.

Res. Anything you want to tell me about music today?

Clara No.

Unit 7

Res. Here you are in your music class today. Why are you sitting on the floor?

Clara Because we're going to play a game.

Res. Did you like singing the song and playing the game?

Clara Yes.

Res. Did you think about anything else during this activity?

Clara I was wondering if I was going to be picked.

Res. Would you liked to have been picked?

Clara No.

Res. Did you understand the game?

Clara Yes.

Res. Now, some little boys and girls have puppets on their hands, why?

Clara To sing the time names.

Res. Were they time names?

Clara Yes.

Tes. Taa, ti-ti?

Clara Yes.

Res. Or were they doh - re - mi?

Clara Yes, that's what they were.

Res. Do you understand the doh - re - mi?

Clara Not really.

Res. You're learning about it now. When you stood up to walk around the circle and play the game what were you thinking?

Clara I didn't walk around the circle, I was in the middle.

Res. What were you doing in the middle?

Clara I was playing an instrument.

Res. That's right, what instrument did you play?

Clara The drum.

Res. What were you thinking about while playing the drum?

Clara Just about playing the beat.

Res. Which would you prefer to do, play the drum or walk around the circle?

Clara Play the drum.

Res. Did you think about anything at all during music today?

Clara I just thought about music.

Res. Is there anything you want to tell me about your music class today?

Clara No.

Unit 8

Res. Did you enjoy your music class today?

Clara Yes.

Res. What did you enjoy best about it? Oh, Mrs. _____ has just given you a wood block to play.

Clara I liked playing the instrument.

Res. Did you understand what you had to do with it?

Clara Yes.

Res. What did you have to do?

Clara You had to hit them together and make a noise.

Res. Did you like that?

Clara Yes.

Res. Why are you standing up?

Clara I don't know.

Res. Mrs. _____ asked a question and you have your hand up, did you know the answer?

Clara Yes.

Res. Do you like knowing the answer?

Clara Yes.

Res. In your class today did you think about music all the time?

Clara Yes.

Res. Do you ever think about anything else?

Clara Yes, sometimes.

Res. What sorts of things?

Clara Sometimes I think about what I'm going to do after school.

Res. Now Mrs. _____ has the class standing and clapping while singing "Rig-a-Jig-Jig," do you like that song?

Clara Yes.

Res. Is it your favourite song?

Clara No.

Res. What's your favourite song?

Clara "A Little Sunshine."

Res. Now you're showing that little girl how to play your instrument are you?

Clara No.

Res. What is it you're doing?

Clara She asked me how to play it.

Res. Now you're clapping your knees, did you like that?

Clara Yes.

Res. What did you like about it?

Clara The actions.

Res. Had you ever sung that song before?

Clara Yes.

Res. You knew you would meet a pair of eyes and run back through the various places?

Clara Yes.

Res. Anything you want to tell me about your music today?

Clara No.

DONALD

Unit 1

Res. You put your hand up, why?

Donald Because I wanted to play the wood block. There is my girlfriend.

Res. What's her name?

Donald Tammy.

Res. What are you doing there?

Donald I'm trying to show Bobby what to do. He's just going shhh-shhh. He's supposed to go quicker.

Res. Oh, that's why you did that. When you're in music class do you sometimes think of other things?

Donald Sometimes.

Res. What kinds of things?

Donald What I'm going to be when I grow up because today we were singing a song called cha, cha, cha which says, "when I grow up I'm going to be a musician" and when it said, "when I grow up," then I thought of being something else.

Res. Like what?

Donald An archaeologist.

Res. What are you saying there?

Donald I'm trying to tell her to stop staring at me like that.

Res. What are you thinking about right now? What's on your mind right now?

Donald I was looking at the camera. I was wondering about if that big part lens is taping or is it that measley little dot?

Res. It's the little dot. What are you doing now?

Donald I always do that when they are doing the beat. Lots of people in my class do that.

Res. Do you always sing when you're supposed to sing?

Donald Some of the times, sometimes I just mumble.

Res. Why are you moving around?

Donald I'm just rubbing my knees. My jeans are all ripped. A couple of days ago, on a real snowy day, I was playing hockey in my friend's garden and I forgot to put my shin pads on. There's another one of my girl friends. She used to be my girl friend but she isn't anymore.

Res. What are you doing now?

Donald Going like this, giving my funny laugh. Stop looking at me, Renee.

Res. You're talking, what are you saying?

Donald That's the second time I told her not to stare at me like that.

Res. Why have you got your hand up there?

Donald I was going to say if it was sol or mi.

Res. You just yawned, are you tired?

Donald I'm just bored.

Res. Do you get bored very often?

Donald Oh yes, when my hand is up and I don't get to answer the questions.

Res. So you're getting to answer the question now. Do you understand the sol's and the la's?

Donald Yes.

Res. Everything about them?

Donald Yes.

Res. Do you know what you're doing there? Do you understand that?

Donald We are doing the hand signs, it was too fast!

Res. What are you doing now?

Donald I'm just pulling my shorts down, like the sides of them.

Res. What do you like doing best of all in music?

Donald Playing instruments. Oh, soon I'm going to put my hand up to ask to go to the washroom.

Res. Why is your hand up now?

Donald I forget.

Res. Now what are you going to do? Look how happy your face is, have you played that instrument before?

Donald No, not really, except when I was a little fellow and you pulled it along on wheels.

Res. Do you like this instrument? Who's going to play now?

Donald Me.

Res. Do you understand what you are doing?

Donald Yes.

Res. Why did the teacher ask you to play?

Donald Last day I was supposed to play but I didn't get to!

Res. Are you counting?

Donald Yes.

Unit 2

Res. Ricky has a scar on his knee, why?

Donald He fell down.

Res. Where did he fall down?

Donald I don't know, he just said he fell down.

Res. We've almost lost your head! Oh there you are.

Donald Were you pointing at me most of the time?

Res. No, not most of the time. What's happening now?

Donald She's going to ask us to do sol, la, and mi.

Res. Do you like doing that?

Donald It's sort of boring.

Res. What would you rather do?

Donald Play instruments.

Res. What kind of instruments?

Donald The instruments at the front of the room.

Res. What were you thinking about right there?

Donald Nothing.

Res. You've got your hand up, why?

Donald I want to play the instruments.

Res. You really like that, don't you?

Donald Yes.

Res. Now you're looking at your girl friend, what were you thinking at that point?

Donald She's not my girl friend.

Res. Well, what were you thinking?

Donald When I looked at her?

Res. Yes.

Donald I forget.

Res. Why do you think you looked at her?

Donald I always look at Renee when she goes off the note, she just went off the note.

Res. That's what you do. How do you know she goes off the note?

Donald All the class are on the right note and she goes really high.

Res. In your music this morning were you thinking about anything other than music?

Donald Yes.

Res. What were you thinking about?

Donald About the field trip we were going to have tomorrow.

Res. Where are you going?

Donald I forget the name of the park but we're going to visit some park.

Res. Pippy Park?

Donald Yes.

Res. That's near where I live. What are you going to do in Pippy Park?

Donald I don't know really, Mrs. _____ didn't say.

Res. Who else is going with you?

Donald Just our grade and when we come back we're going to have hot chocolate.

Res. Oh, I'd like to be here then, I like hot chocolate!

Donald Me too!

Res. Were you thinking of anything else this morning?

Donald No.

Res. That's all you thought about?

Donald Not really, I was thinking about Tammy.

Res. Who is Tammy?

Donald She is my girl friend and she is moving away.

Res. You'll miss her then.

Donald Yet bet!

Res. Where is she going?

Donald Ontario.

Res. Oh dear, you won't see her again.

Donald Maybe, my friend, Scott, is also moving to Ontario and maybe he'll invite me to visit him.

Res. Were you thinking about anything else?

Donald Oh yes, about piano lessons because I can only play two pieces.

Res. Oh, you take piano lessons.

Donald No, my mom teaches me and she's getting sick of me because I'm always bugging her to play the piano.

Res. Your mommy teaches you to play, I'm glad you're learning to play the piano.

Donald Our next door neighbour, they have a little girl named Jodie, she's taking piano lessons. Her teacher lives on _____ and we want her to teach me.

Res. Anything else you thought about in music?

Donald When I would begin my lessons.

Res. Did you think about music at all?

Donald Yes.

Res. What did you think about your music?

Donald I enjoyed some of it. The part I enjoyed was singing about my brother.

Res. Oh yes, you sang Happy Birthday to John. What are you thinking right now, you're looking down at your knees?

Donald Today in gym Bobby bumped into me.

Res. You're sitting on your hands now, what's in your mind now?

Donald I'm thinking about the triangle.

Res. You're talking now, I wonder what you're going to do now?

Donald I was talking to Lee.

Res. About?

Donald I forget now.

Unit 3

Res. Well, Donald, your class was different this morning, wasn't it? Did you sing a song?

Donald No, not really, we saw a movie.

Res. You saw a film strip. Do you generally see a film strip?

Donald No.

Res. Did you like the one you saw this morning?

Donald Yes.

Res. What did you like about it?

Donald It taught me some names of the instruments, and it also played some solos.

Res. So you could hear how the different instruments sounded?

Donald Yes.

Res. Would you like to see more film strips and hear how the different instruments sound?

Donald Probably.

Res. You felt you learned something this morning?

Donald Yes, I didn't know about the viola and the double bass before.

Res. You have just finished seeing the film and why are you looking around like that?

Donald She asked us a question, I knew the answer but I looked back to see if Stephen was going to answer.

Res. Now you've got your hand on your knee, do you have a problem there?

Donald I think my skin is torn on certain places on my knee.

Res. Are you thinking about music now or about your knee?

Donald My knee.

Res. What are you thinking about your knee?

Donald Ouch!

Res. Oh, it hurts does it?

Donald Yes. We're moving into our new house.

Res. Where is your new house?

Donald Daddy built it, it is in _____, and now my mother is pregnant.

Res. You're going to have a new brother or sister?

Donald Yes, it is more likely to be a sister because I already have a brother, we are the only two children in the family.

Res. Would you like it to be a little girl?

Donald Yes.

Res. How old is your little brother?

Donald He's older.

Res. That's right, he's in grade 4, John is his name, isn't it?

Donald Yes.

Res. When are you expecting your new brother or sister?

Donald Sometime around next September.

Res. Just in time to go to Disney World with you at Christmas!

Donald Yes.

Res. Got a name for her yet?

Donald Yes, Sarah and if it is a boy it's going to be Lee.

Res. Your new house, is it all finished?

Donald Not really, the wires are all in the basement but the walls are not up.

Res. Daddy has built this house, has he?

Donald He built some of it, he got some workmen to help him.

Res. When are you going to move in?

Donald We're already moved in but today we're going to be settled in and around 3:00 o'clock they're going to hitch up the water. My mom is going to leave a note on the door for the plumber while she comes to pick up me and my brother.

Res. And what are you going to do with your other house?

Donald It is not our house, we're just renting it from a man over in Montreal.

Res. Now you've got your own house, where is _____?

Donald Over in the new part.

Res. What are you thinking now?

Donald I was thinking I hope she answers me.

Res. You've got your hand up now, when you put your hand up you like to give the answer, don't you?

Donald Yes.

Res. But everyone cannot give the answer, can they?

Donald No.

Res. If 20 people put their hands up, what then?

Donald There are 36 people in the class, she would have to have 36 mouths to answer them all!

Res. Look at your feet, you're slipping around on your chair, why?

Donald Well, my pants are going down a bit.

Res. That's what you were thinking, you weren't thinking about music at all!

Donald No.

Res. What would happen if you lost your pants?

Donald I'd scream.

Res. I bet you would.

Donald And also pull them up very fast.

Res. Very fast I'm sure, but you wouldn't get to lose them all the way. You're looking at the camera, what's on your mind?

Donald I'm looking at the little red things.

Res. You're looking at Flora, what's in your mind now?

Donald I was wondering if she was going to play the piano today.

Res. Oh yes, Flora said she would bring her books sometimes. You're looking at Flora now, what are you thinking?

Donald I was doing my fish act.

Res. You were thinking about a fish, you should be thinking about music, shouldn't you?

Donald I think I can make my mouth go like a fish.

Res. See what you're doing with your mouth while Amy is yawning? You're looking around and you're hitting your knee and now you're speaking to Amy, what were you saying?

Donald I was telling her to stop staring at me like that, just like Renee was staring at me the other day.

Unit 4

Res. You're looking behind you and talking to that boy, why would you be talking to him?

Donald I told him I had stuck out my tongue at the camera.

Res. That's what you were saying! So, you weren't thinking about your music?

Donald Oh yeah, I can think about two things at the same time!

Res. Today was a listening class, can you remember the name of the piece of music?

Donald "The Golliwog's Cake Walk."

Res. That's right, by Debussy.

Donald Claude Debussy.

Res. Did you like that music?

Donald Yes, it was funny.

Res. What was funny about it?

Donald The music had a lot of weird noises.

Res. Did it make you think of anything?

Donald Can't describe it.

Res. Do you like listening to music?

Donald Sometimes, when it's rock, YEAH!

Res. You like rock music?

Donald Yeah, I have a whole bunch of records at home, about this tall, about a foot tall.

Res. Do you like rock music better than the "Golliwog's Cake Walk?"

Donald You bet!

Res. What do you like better about it?

Donald It always has drum solos or guitar solos and keyboard solos.

Res. Is that the kind of music you like best of all?

Donald Yes.

Res. You never told me that before. Would you rather listen to music or sing songs?

Donald I enjoy both, but mostly singing. My favourite thing is to get up and play the instruments.

Res. Which instruments do you like playing?

Donald My favourite is the metallophone, and the other one is the alto xylophone. I also like the plain little old glockenspiel, the wood block, the maracas, and the tambourine.

Res. You like the instruments?

Donald Yes, especially the metallophone and the glocken____.

Res. Glockenspiel, it is a German word.

Donald Gee, the Russians and Germans, they sure make up a lot of instruments! Mexico made up the maracas.

Res. You are playing with your knee, why?

Donald I'm trying to pick the scab off.

Res. Your knee is still sore. When you are picking your knee are you listening to Mrs. _____?

Donald Yes.

Res. Were you pleased with your music lesson this morning?

Donald It wasn't all that great but I liked the record.

Res. You liked the record best of all?

Donald Yes, but gym was good.

Unit 5

Res. Your music was different again today, how was it different?

Donald We saw a film strip and I was moving the camera.

Res. Oh yes, so you did. What were you thinking about when you moved the camera?

Donald Nothing really, I was thinking if I should turn it or not.

Res. Had you ever operated the camera before?

Donald No.

Res. Now you are talking to the little boy next to you and turning around. That's very unusual for _____!

Donald I was looking back at _____.

Res. The lights have now gone on again and Mrs. _____ has started to ask the class questions. You still have your arm around the camera, why is that?

Donald Because I forgot to take it off, probably.

Res. I notice you're not putting up your hand to answer Mrs. _____ questions. Is this because you were working the camera?

Donald No.

Res. Did you not know the answers?

Donald I was answering them in my head.

Res. Why? Were you bored this morning?

Donald I was more interested in gym.

Res. I thought you couldn't take gym because you had forgotten your shorts.

Donald The teacher has shorts we can use.

Res. Look, you are still talking. Now you have your pencil in your mouth.

Donald I never put the lead or eraser in my mouth.

Res. You have the part you handle in your mouth, that's not clean, is it?

Donald I don't know!

Res. Have you anything to tell me about music today?

Donald No, not really.

Res. Did you like your music today?

Donald Yes.

Res. Why?

Donald Because I got to move the camera.

Res. You like being involved, you like doing things. What happens when you have nothing to do?

Donald I answer the questions and I do listen.

Res. Have you anything else you want to tell me today?

Donald No, not really.

Unit 6

Res. At this point Mrs. _____ is explaining the instruments to you, what are you thinking about?

Donald I was thinking about how nice it would be to play one.

Res. You would like to play an instrument?

Donald Yes.

Res. Have you told mommy and daddy?

Donald About what?

Res. About learning to play an instrument.

Donald Well, right now I'm looking for a piano teacher.

Res. Mrs. _____ is at the blackboard, which instrument would you like to play?

Donald Probably the violin.

Res. Why do you think you would like to play the violin?

Donald You don't have to blow into it.

Res. You wouldn't like to play an instrument you would have to blow?

Donald It's hard blowing into one of those.

Res. And you're looking for a piano teacher, has mommy found one for you yet?

Donald Yes, I think.

Res. When are you going to begin your lessons?

Donald I don't know.

Res. Are you looking forward to your piano lessons?

Donald You bet.

Res. You like music don't you?

Donald Yes.

Res. Now you're turning around, why are you turning around?

Donald I was just looking at the chart.

Res. What did you see on the chart?

Donald (Did not answer question.) I was looking at Amy.

Res. You still think the camera is on Amy?

Donald Yes.

Res. You don't like that very much do you?

Donald I would rather it was on me.

Res. There goes your hand, do you want to answer the question?

Donald Yes.

Res. I want you to look at yourself, you seem to be beating up your chair. What's in your mind while you're doing that?

Donald I hate these chairs, they are too big for me.

Res. Your feet and your back! You are moving everything. What are you thinking?

Donald These chairs are too big.

Res. Is that what you're thinking?

Donald Yes.

Res. Now you have your hand up to answer the question. You weren't quite sure of the last taa, were you?

Donald No.

Res. Do you like answering questions?

Donald A bit.

Res. Mrs. _____ is teaching you a new song this morning, it is a French song, do you like singing in French?

Donald Not really.

Res. Why?

Donald I can't understand the words.

Res. You didn't always sing this morning, was this because you didn't understand the words?

Donald Yes.

Res. Mrs. _____ would say the words and then you were supposed to sing them.

Donald I couldn't remember them.

Res. You used your music books this morning and you had the words in front of you, couldn't you read them?

Donald Que is Q-U-E, you can't read that!

Res. Do you enjoy singing French songs, or any other foreign songs?

Donald No, but Scotland ones!

Res. Have you learned any songs about Scotland?

Donald No, but I know they have really good music.

Res. Now you're off your chair, we're going to lose you!

Donald I hate that chair.

Res. You're just about right off and underneath, are all the seats too big?

Donald Yes. I hate that song!

Res. You hate that song, you don't want to sing it? Just look at yourself, Mrs. _____ says, "Sing" and you don't want to sing.

Donald I didn't move my mouth.

Res. Why do you hate "Michael row the boat ashore?"

Donald I just hate it, you just repeat Michael row the boat ashore over and over.

Res. You don't like the words.

Donald I would rather sing different words for every line.

Res. Have you done any other songs like that?

Donald I forget now.

Res. Did you have any thoughts today in music, any thoughts other than music?

Donald Yeah, how nice it would be to get out of that class!

Res. You didn't like that music class? What would you have preferred to do this morning?

Donald I would have preferred to sing better songs.

Res. What kind of songs?

Donald About Christmas.

Res. You like Christmas songs.

Donald Yeah.

Res. How about Mother's Day songs?

Donald We don't have those.

Res. Father's Day songs?

Donald No.

Res. Perhaps you could make one up sometime. Flowers? Pirates? Space?

Donald I like space songs.

Res. Is there anything else you want to tell me about your music today?

Donald No.

Unit 7

Res. Did you enjoy your music lesson today?

Donald Yes.

Res. What did you enjoy about it?

Donald Mrs. _____ played the guitar and I liked the song we were singing.

Res. What do you remember about the guitar?

Donald You play it with your thumb.

Res. Do you hold it up by your neck?

Donald No, down by your stomach.

Res. Do you like the guitar?

Donald Yes.

Res. You're sitting on your hands now, what are you thinking when you do that?

Donald It's just a habit.

Res. Now you're going to sing your French song, the one you started last day, do you like French songs?

Donald No.

Res. Now look at you, you're talking to Eric, what were you saying?

Donald I was saying that school was cruel and the teachers are torcherers!

Res. Are they really?

Donald Sometimes. Don't tell the teachers that!

Res. Why do you not like singing songs in French?

Donald They're hard to understand, you can't remember them.

Res. Now you're turning around, looking at the girls.

Donald No I'm not, I'm looking at Glen.

Res. Did you have any thoughts, other than music, in your class this morning?

Donald I was thinking about when we get our stereo hitched up.

Res. Have you got a new stereo?

Donald No. We still haven't got it hooked up after we moved.

Res. Thinking about anything else?

Donald I was thinking about how nice it would be to finish the downstairs and how rotten it would be. We wouldn't be able to build things, we wouldn't have any wood left.

Res. You and John play downstairs now, do you?

Donald Yes.

Res. You build things down there?

Donald Yes. They are putting up the gyprock now, Daddy and another man. We only have two floors finished and we have to finish two floors.

Res. So this morning you were thinking a lot about your new house?

Donald Yes.

Res. Did you think about anything else?

Donald No.

Res. Do you like your new house?

Donald Yes, except for the hole they cut in my floor! They stuck an old smelly chimney up through and up through the roof. They haven't got it covered in yet so I sleep with five blankets on my bed.

Res. What does Daddy say about the hole?

Donald He gets mad and wants the workers to come and fix it.

Res. Do you like music?

Donald Yes.

Res. Why?

Donald Sometimes you get to play instruments, you get to sing nice songs, and we sometimes get to hear Mrs. _____ play some instruments.

Res: She plays a lot of them, doesn't she?

Donald Yes.

Unit 8

Res. Donald is talking to Flora, what is he thinking about? What are you doing with your mouth?

Donald Mrs. _____ is singing and I'm pretending to be singing.

Res. Do you do things like that very often?

Donald No.

Res. Why did you do that?

Donald Because I'm the weirdo in the class!

Res. Are you really?

Donald Not the weirdo but the funniest!

Res. Were you trying to make the others in the class laugh?

Donald They like it. People say it's showing off but I don't do it to people who don't like it.

Res. Who were you doing it to that time?

Donald Eric, he likes it. He's another "funny" in the class.

Res. So, you like to be funny and you like the other members of your class to like you being funny?

Donald Yes, if I was at a government meeting I'd still act funny.

Res. What would Mrs. _____ say if she caught you doing that?

Donald Sometimes she says something.

Res. Now you have Flora laughing. What are you up to now?

Donald I'm just looking at the words.

Res. Now you're looking at Eric, what faces! You have your hand up, why?

Donald I was just showing them how close the crow was to my sliding doors at home, he landed on a log in my back yard.

Res. He came to visit you at home?

Donald Yes.

Res. Do you like to see birds?

Donald Yes, I had a budgie but he went away.

Res. Why did you tell Mrs. _____ about the crow?

Donald She was saying there might be birds on the trees outside, even a robin or two.

Res. Why have you got your hand up?

Donald I was asking if Flora could go up and play.

Res. Why are you throwing something around?

Donald We were stowing timber on a deck.

Res. You're hitting your fist, why? Did the teacher ask you to do that?

Donald She asked us to clap.

Res. Is that clapping?

Donald Sort of!

Res. Do you like to be different sometimes?

Donald Yes, I'm always different!

Res. Are you? You like being different. What are you doing now?

Donald Pretending to be playing the piano.

Res. Do you like that?

Donald Yes.

Res. Now, you have your hand up but Flora is taking it down, why?

Donald I want the teacher to have Flora play.

Res. You would like to play the piano yourself, wouldn't you?

Donald Yes.

Res. What were you thinking when Flora played?

Donald Lucky!

Res. During your music class did you think of anything other than music?

Donald I was thinking of music because we just got our stereo hitched up.

Res. Now you can play it at home.

Donald Yes. Last Friday my brother and I went out by our door and saw a rat.

ERIC

Unit 1

ABSENT

Unit 2

ABSENT

Unit 3

Res. Your music lesson was different today, what was different about it?

Eric We had a film and we don't always have a film in music. As a matter of fact, this is the first time we have had a film.

Res. Did you like the film?

Eric Yes.

Res. What did you like about it?

Eric The part about the instruments.

Res. Did you learn anything today?

Eric Yes.

Res. Were you thinking about music all the time or did you think about something else?

Eric Well, sometimes I think about music before I go to bed. Sometimes I think about having to practice.

Res. But during your music classes in school do you ever think about anything else?

Eric No, not really.

Res. You always listen to Mrs. _____?

Eric Yes.

Res. You have your hand up now, why?

Eric I was listening to Mrs. _____, she asked a question and I was going to answer it.

Res. Would you like to tell me anything more about your lesson today?

Eric Not really, I liked it.

Unit 4

ABSENT

Unit 5

Res. Your lesson was different today, what did you do?

Eric We listened to a record which we don't do every day.

Res. And you watched a film strip.

Eric Right!

Res. I wonder what's in Eric's mind when he is going around the top of his desk like that?

Eric I wasn't thinking anything in particular.

Res. Did you like that kind of music lesson?

Eric Yes.

Res. Did you like it as well as singing?

Eric Yes.

Res. Did you like it better than singing?

Eric Yes.

Res. Why?

Eric Because nearly every day when we go into music all we do is sing. Last week we had the first part of the film strip, this week we had a part, and next week we're going to have another part.

Res. Did you learn anything this morning?

Eric Yes.

Res. What did you learn?

Eric We learned about the single reed instruments and the double reed instruments, and we learned about the biggest and the smallest instruments. We also learned the names of the instruments.

Res. The names of the different instruments.

Eric I never heard the name of a bass clarinet before.

Res. Is there anything you want to tell me about that particular class this morning?

Eric It was fun.

Unit 6

Res. Did you like your music class this morning?

Eric Yes.

Res. What did you like about it?

Eric Well, we got to sing a folk song and we got to sing a French song. We don't always sing French songs.

Res. Do you like singing French songs?

Eric Yes.

Res. Do you like the words?

Eric Yes.

Res. Do you understand them?

Eric Well, no, not all the time.

Res. Do you sing them very often?

Eric No, last year we sang them a few times and this is the first time this year.

Res. You're talking to that little girl next to you, why is that?

Eric No reason.

Res. Do you ever think about other things during your music class?

Eric No, not really.

Res. Do you think about music all the time?

Eric Yes.

Res. Do you like to answer Mrs. _____ questions?

Eric Yes, sometimes.

Res. You always seem to listen, are you always like that?

Eric Yes. Sometimes you feel that listening is boring at first but after you listen for a while like where the teacher is giving you instructions. Like last year in grade two, we made a paper hat. People didn't listen sometimes and they were thinking, oh, is it ever boring doing this, I can't do anything about this now, I ruined it. They weren't looking at the teacher at all, she was telling them to take a corner and fold it up and so-on and so-on. All the people didn't listen, even I made mistakes. I say only 2 or 3 people in the class got it done.

Res. You're listening to everything that's going on there.

Eric Yes.

Res. Mrs. _____ is explaining about the clarinet?

Eric And some music notes.

Res. Did you understand everything she was talking about this morning?

Eric Yes.

Res. Everything?

Eric Yes, except for the French song. That's the only thing I didn't really understand.

Res. You didn't understand the French song?

Eric Not until I looked down at the words, what it says.

Res. But you didn't understand the song when Mrs. _____ was explaining it?

Eric No.

Res. Do you like singing a song when you don't understand it?

Eric Yes, because you get a different sound and when you know the tune and you've heard it before, it's no fun. Like "Jingle Bells," that song is really good but, you know, supposing you were going around for about twenty years and every year at Christmas it was the only song you heard, every day of Christmas.

Res. You wouldn't like that.

Eric I wouldn't like that, I like learning new things.

Res. Anything else you want to tell me about your music lesson today?

Eric It was fun. We don't always get music books and we got to use them today.

Res. Do you like using the music books?

Eric Yes.

Res. Do you learn from the books?

Eric Yes.

Unit 7

Res. At the very beginning of the film you look very interested in what you are doing . . .

Eric Yes.

Res. What are you doing?

Eric I'm looking at the song sheet.

Res. What song are you singing?

Eric "The Man of Galilee."

Res. Do you understand what you see on your song sheet?

Eric Yes.

Res. What do you see on your sheet?

Eric Words.

Res. You read the works and sing them to the melody Mrs. _____ plays?

Eric Yes.

Res. Did you like the song?

Eric Yes.

Res. What did you like about it?

Eric Well, I like celebrating about Jesus.

Res. It's just about that time of year now, isn't it?

Eric Yes.

Res. You understand everything Mrs. _____ was telling you about the song?

Eric Yes.

Res. Right now you're talking to Donald, what were you talking about?

Eric I just said 'No' to him. I don't talk in class very much.

Res. Now you're pointing out a word to Donald. Were you thinking about anything at this point?

Eric Nothing, except Donald was fooling around and I told him he was on TV.

Res. Did you think about anything, other than music, in your class this morning?

Eric No. Well, I did think about the Celebration in church. I wouldn't want to drink wine, I would rather have a glass of Kool-Aid!

Res. Anything else?

Eric No.

Res. Right now you're singing the French folk song. Did you understand the words?

Eric Yes, the English words were given in the bottom of the page.

Res. Do you like singing French songs?

Eric Yes. I don't know many, only two or three.

Res. Anything in particular you want to tell me about your class today?

Eric It was interesting.

Res. What made it interesting?

Eric Well, Mrs. _____ never played the guitar before.

Res. Do you like music?

Eric Yes.

Res. What do you like about music?

Eric There are different tones, when you want to play soft you can play soft and when you want to play loud you can play loud.

Res. Anything else you want to tell me about your music today?

Eric I had fun sitting in the front row.

Unit 8

Res. Donald is showing off, what do you think about that?

Eric He shouldn't do that because you could show it to other people.

Res. You're rubbing your knee, what are you thinking about at that point?

Eric My knee was itchy.

Res. Did you have anything on your mind other than music?

Eric No, not really.

Res. Eric is talking to a girl, what's going on?

Eric She asked me to get a fluffy thing off the front of her chair.

Res. You didn't mind doing that?

Eric No.

Res. You're jumping up and down now, why?

Eric We're doing actions.

Res. Do you like doing actions?

Eric Yes, we do it a lot in church.

Res. Do you like the song "Were you ever in Quebec?"

Eric Yes.

Res. You're not doing the actions now, why?

Eric I don't know. That song talks about the lion and the unicorn I have a colouring book at home and it has the nursery rhyme in it, I also coloured the lion.

Res. Flora is playing the piano, what were you thinking while she was playing?

Eric I was thinking about the music because Mrs. _____ said pay attention.

Res. Would you like to play sometimes?

Eric Yes.

Res. Perhaps you will when you bring your trumpet to class.

Eric I doubt that I'll be able to bring my trumpet in. I used to practice on an old one full of dents, its no good. I now have a new brass one and I'm not allowed to bring it in.

Res. Anything you want to tell me about your music this morning?

Eric No.

FLORA

Unit 1

Res. What were some of the things you were thinking when you had your music class this morning?

Flora In my music class? About my pussy cat.

Res. What about your pussy cat?

Flora Well, one morning when I was just walking along the road, my cat was just running across the road and this man ran over my cat. He didn't do it by accident, my cat ran onto the street too fast and he got his tongue squat.

Res. Did he die?

Flora Yes, but we might be getting a baby kitten.

Res. That was in your mind this morning. Why do you think it was on your mind?

Flora I wasn't really thinking about it that much, I was watching the music on the blackboard.

Res. What are you thinking about right there?

Flora Nothing.

Res. What are you doing there?

Flora I had to play the CLEARS! (Claves.)

Res. Where are you getting the pattern?

Flora That thing that's up there on the wheels, that's the song.

Res. You're shaking your head, what were you thinking about at that point?

Flora Like she asked if we were ready and I SHAKED my head.

Res. Did you understand what the teacher was saying?

Flora Yes.

Res. Did you understand what the teacher was doing?

Flora Yes.

Res. Why did you play the instrument?

Flora Because she asked like we were going to put the music together.

Res. Do you like music?

Flora Yes, a lot.

Res. What are you thinking now, you are looking around?

Flora See that guy right there who is moving right now and Bobby is in my way so that is why I had to move.

Res. When you're playing your instruments do you sing or just play with the instrument?

Flora I sing with it.

Res. What are you doing now?

Flora I'm looking at the music and he was moving around and he was in my way.

Res. What are you thinking now?

Flora I was listening to the teacher.

Res. What was the teacher saying?

Flora She was telling us what to do. We're moving.

Res. When?

Flora Not yet, not for a long time.

Res. You've got your hand up, why?

Flora To play the instrument.

Res. Do you like the instruments?

Flora Yes.

Res. Which instrument do you like?

Flora Piano.

Res. Piano? but you're not going to play the piano there?

Flora No, because I never had my music book with me.

Unit 2

ABSENT

Unit 3

Res. Your music lesson was different today, what was different about it?

Flora We listened to a record and we saw a film strip.

Res. Did you like that?

Flora Yes.

Res. Better than singing?

Flora No.

Res. You'd rather sing would you?

Flora Yes.

Res. What did you like about your music lesson today?

Flora Well, I liked the singing.

Res. Have you anything on your mind there?

Flora Yes.

Res. You seem to be looking at me.

Flora I was thinking about my Nanny.

Res. Your Nanny, the one who is so sick? What were you thinking about her?

Flora I was thinking about the flowers we gave her.

Res. That was nice. Did you give them to her before leaving to come back home?

Flora We bought them on Saturday when we went shopping.

Res. Where did you go shopping?

Flora In Port-aux-Basques.

Res. Is she in the hospital or at home?

Flora At home but I think she is going in the hospital soon.

Res. Your song sheets are on your desk while you were watching the film strip. I have watched this tape and I know what happens just about now! What happens?

Flora My arm went up and all my papers went on the floor.

Res. When you actually knocked them over did you think of anything?

Flora No.

Res. Why are you putting your hand up?

Flora Because she asked us a question.

Res. Do you always put your hand up if the teacher asks a question?

Flora Yes.

Res. Does Mrs. _____ always ask you for the answer when you put your hand up?

Flora No.

Res. Would you like her to ask you for the answer?

Flora Yes.

Res. If all the class put up their hands would you expect the teacher to always ask you for the answer?

Flora I wouldn't really care if she asked someone else, it's up to her.

Res. Do you like this kind of lesson or would you rather sing and play instruments?

Flora Singing.

Res. You would like to sing. What songs do you like to sing best of all?

Flora I don't know.

Res. You don't know! Don't you like some songs better than others?

Flora I like all the songs.

Res. Now, you have your head down and your finger on your forehead, what are you thinking now?

Flora I'm thinking about the answer to Mrs. _____ question.

Res. Oh, you're looking for the right answer?

Flora I'm thinking about it.

Res. You're thinking about it. The boys and girls in this class are so good, you always listen to Mrs. _____.

Flora Yes.

Res. That was a big stretch, are you sleepy?

Flora Yes.

Res. Why are you sleepy? Were you late last night, getting home on the bus from Port-aux Basques?

Flora Yes.

Res. What time did you get home?

Flora After eleven o'clock.

Res. That was late for such a little girl, no wonder you are tired. Now you're hiding your face, why is that?

Flora I don't know.

Res. No reason?

Flora No.

Res. Is there anything you want to tell me about that music lesson?

Flora No.

Res. Nothing at all?

Flora No.

Unit 4

Res. This morning you listened to a record, did you like it?

Flora Yes.

Res. What did you like about it?

Flora Where the hen went.

Res. Where the hen went? What was the name of the record?

Flora I don't know, she never told us the story.

Res. What was the name of the record?

Flora I don't know, she never told us that either.

Res. I thought Mrs. _____ had the name of the record on the blackboard, "The Golliwog's Cake Walk," wasn't that the name of it?

Flora I don't know.

Res. Did you like the record?

Flora Yes.

Res. What was it you liked about it?

Flora The hen.

Res. When was the hen there?

Flora When the funny sound was in the music.

Res. Do you know what made the funny sound?

Flora No.

Res. I think it was the Moog synthisizer. Wasn't that what Mrs. _____ said?

Flora I don't know.

Res. Mrs. _____ has just asked a question and you have your hand up, do you know the answer?

Flora Yes.

Res. Do you like it when you know the answer?

Flora Yes.

Res. Why?

Flora I don't know why.

Res. Do you try to know the answer to most of the questions?

Flora Yes.

Res. When Mrs. _____ asks you to play instruments do you like to play them? Do you put your hand up?

Flora Yes.

Res. What was in your mind at that point?

Flora I was thinking about the questions.

Res. You're playing with your knee now, why?

Flora I have a scar on it.

Res. Oh, a little girl is tired, she just yawned. Were you late going to bed last night?

Flora No, I went around 8:30. I get up early in the morning, around 6:00 o'clock.

Res. 6:00 o'clock! Why do you get up so early?

Flora To do my homework.

Res. Mrs. _____ asked you to make up a story about the "Golliwog's Cake Walk," did you have a story in your mind?

Flora No.

Res. You seem to have trouble turning your neck, why?

Flora Because of the way I slept.

Res. Mrs. _____ has just asked you to look at your paper with the "Three Bears" on it. You're shaking your head now, why?

Flora Because Donald was asking me a question.

Res. Did you like the story of the "Three Bears?"

Flora Yes, my cousin used to sing it to me.

Res. You snapped and clapped your fingers. Did you like your class this morning?

Flora Yes.

Res. Is there anything you want to tell me about your music this morning?

Flora No.

Unit 5

Res. We didn't have a long time for me to film this morning, why?

Flora Because we saw a film in our music class.

Res. You're getting up from your seat, why?

Flora Mrs. _____ asked me to turn out the lights.

Res. Do you remember what your film strip was all about?

Flora It was about musical instruments.

Res. Which instruments?

Flora The woodwinds.

Res. You're looking very thoughtful and looking straight into the camera. What were you thinking?

Flora Nothing. I was just looking at the camera.

Res. Were you thinking about music?

Flora Yes.

Res. What were you thinking about?

Flora About singing.

Res. Why are you hitting your hand on the desk?

Flora I knew the answer but I wanted to give the other people a chance to answer.

Res. Do you like to answer?

Flora Yes.

Res. What are you doing with your hair?

Flora I always do that.

Res. Were you thinking about anything in music this morning, anything other than music?

Flora No.

Res. Music was on your mind the whole time?

Flora Yes.

Res. Is there anything you want to tell me about your music lesson today?

Flora No.

Unit 6

Res. Now then, Flora, did you enjoy your music class this morning?

Flora Yes.

Res. What did you enjoy about it?

Flora Well, Mrs. _____ played the clarinet.

Res. You like listening to Mrs. _____ play?

Flora Yes.

Res. What are you thinking about right now?

Flora Nothing.

Res. Nothing, not even about music?

Flora No.

Res. When you are playing with your hands, what are you thinking?

Flora Nothing.

Res. Have you anything in your hand?

Flora I was playing with my ring then.

Res. What were you thinking about when you were playing with your ring?

Flora Nothing.

Res. Were you thinking about music?

Flora No, I was paying attention.

Res. To your ring or to Mrs. _____?

Flora To Mrs. _____.

Res. Mrs. _____ has just asked a question and you haven't got your hand up, what does that mean?

Flora I didn't hear the question.

Res. Mrs. _____ is playing and you're looking all around the class.

Flora I was looking at Bobby's book.

Res. You haven't got a book of your own. Do you like looking at the book for your music?

Flora Yes.

Res. Do you learn from the book?

Flora We learn the French words.

Res. Did you like learning the French song?

Flora Yes.

Res. Do you understand the French words?

Flora Yes.

Res. Do you always pay attention to Mrs. _____?

Flora Yes.

Res. Was there anything you were thinking today in your class?

Flora No.

Res. Is there anything you want to tell me about your music class today?

Flora No.

Unit 7

Res. You're singing your first song, "Let Us Break Bread Together," did you like that song?

Flora Yes.

Res. You're opening your book to sing the French song, do you like it?

Flora Yes.

Res. Do you understand the words?

Flora Yes.

Res. If I spoke to you in French, would you understand me?

Flora No, just the song.

Res. Why are you biting your nails?

Flora I'm listening.

Res. Were you thinking of anything this morning?

Flora No.

Res. Now you're puffing up your cheeks, why?

Flora Nothing, just the notes.

Res. Do you understand the notes?

Flora Yes.

Res. Do you ever think about anything else in music?

Flora No.

Res. Did you understand everything Mrs. _____ was talking about this morning?

Flora Yes.

Res. Mrs. _____ played the guitar this morning, did you like that?

Flora Yes.

Res. Why do you think she played the guitar for you?

Flora Maybe because we were learning about guitars in music before.

Res. Look at Donald, why do you think he is doing that?

Flora Mrs. _____ had to stop and talk to him before. He's always talking.

Res. Is he? Would you do that?

Flora No.

Res. Have you anything to say about your music class this morning?

Flora No.

Res. Did you like or not like your lesson?

Flora I liked it.

Res. What did you like about it?

Flora I liked it when Mrs._____ played the guitar, my father plays the guitar.

Unit 8

Res. Did you like your music class today?

Flora Yes.

Res. What did you like about it?

Flora The songs that we sang.

Res. Folk songs?

Flora Yes.

Res. You're sitting next to Donald and what is he up to today?

Flora I don't know.

Res. Is he making you laugh?

Flora Not that much.

Res. What's he doing?

Flora He's always bad in class.

Res. In all classes?

Flora Yes.

Res. What are you doing now?

Flora I thought we were going to read from our pages but we didn't, we sang "Were You Ever in Quebec."

Res. Did you like that song?

Flora Yes.

Res. What did you like about it?

Flora I liked the tune.

Res. When you get up to stow the timber, do you like that?

Flora Yes.

Res. What do you like about it?

Flora I like the "donkey riding" part.

Res. Anything else you liked today about that song?

Flora No.

Res. Donald is talking to you again, did you answer him at any time?

Flora Not that much.

Res. What did you think when Donald was talking to you?

Flora I din't think it was funny or anything.

Res. Did you think about anything else today?

Flora No.

Res. Did you like playing the piano for your class?

Flora Yes, I always do.

Res. You play nicely, do you take piano lessons?

Flora Yes.

Res. Anything else you want to tell me about your lesson today?

Flora No.